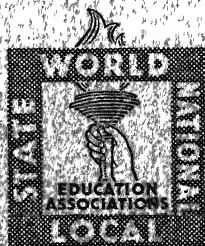


NEA HANDBOOK AND MANUAL

*for Local, State, and
National Associations*



THE VICTORY ACTION PROGRAM

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WHY SUPPORT

PROFESSIONAL ORGANIZATION

THE NATIONAL EDUCATION ASSOCIATION is the only organization that ties into one organic whole the local, state, and national groups; the only organization that unites teachers, principals, and superintendents, elementary schools, highschools, colleges, and universities. There are three reasons why each of us should support professional organization with his effort and his money:

The first is gratitude. Each of us who enters this greatest of professions stands on the head and shoulders of men and women who have gone before and who have made sacrifices to create public support, to improve the preparation of teachers, to develop our wonderful buildings, and to fit the curriculum to the needs of our life.

The second reason is selfinterest. We live in changing times when every institution must go up or down according to its excellence or strength and the schools need the contribution of every teacher in them.

The third reason is faith. Progress requires faith in the future of our democracy, in the future of our profession, and in the certainty that by working together with clear purposes we can improve the schools and build for a better day.

The teachers who work for small salaries have most to gain from the work of professional organization. Thru organization the time should come when the conditions that force teachers to work for less than a living salary will be abolished.

Financial contributions to membership must often be made at a sacrifice that will come into competition with hats and shoes and picture shows and family needs, but no money which we will ever spend will yield larger returns to ourselves and to others than that which we put into the improvement of the profession.



NEA HEADQUARTERS, WASHINGTON, D. C.

To the four-story structure purchased in 1919 at 1201 Sixteenth Street Northwest a seven-story addition was built in 1930. For future expansion, the Association in 1937 purchased the garage next door. When the mortgage on the half-million dollar headquarters was burned in 1942, teachers completely owned their "professional home in the nation's capital."

DRAWN BY HELEN GATCH DURSTON FOR THE WASHINGTON STAR

NEA HANDBOOK AND MANUAL

*for Local, State, and
National Associations*

1948-49



**NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES**

WASHINGTON 6, D. C.

AUGUST 1948

FOREWORD

This HANDBOOK AND MANUAL is a tool for leaders in our united education associations. Take time to become familiar with its contents. Then keep it at hand for reference and share it with others. It will help you to do your part in building an effective united association with every teacher at work on the problems of our profession.

30,000 copies of this book are being printed. They are being sent to the following:

Presidents and secretaries of local education associations

Presidents and secretaries of state education associations and their departments

Officers of the NEA and its departments, commissions, committees, and divisions, including delegates to the Cleveland Representative Assembly

\$10 institutional members of the NEA

County and city superintendents

Presidents of universities and colleges, including teachers colleges and deans of schools of education

Rural state supervisors.

The Victory Action Program described herein now enters its third year. It presents a difficult challenge to the teachers of America but the difficulties of achieving this program are as nothing when compared with the difficulties we shall face if our united profession does not make itself strong in preparation for the years which lie ahead. The local association is the foundation. There are now some 2300 local associations affiliated with the NEA. We should not be content with less than 6000 strong, active locals affiliated with state and national associations.

WILLARD E. GIVENS

Executive Secretary

National Education Association

Additional copies of this HANDBOOK AND MANUAL may be ordered from the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C., at \$1 a single copy postpaid. Quantity discounts are 2-9 copies, 10%; 10-99 copies, 25%; 100 or more copies, 33⅓%.

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CONTENTS

PART I. THE VICTORY ACTION PROGRAM

"It Couldn't Be Done"	12
A Great Challenge	13
Unification, Expansion, Development, and Action	14
Obstacles to the Victory Action Program	15
Working Tools for the Victory Action Program	16
Membership Enrolment Plans	18
NEA Membership and Unified Dues	19
Financing Our Profession	20
Unified Membership Card	21
Achievements of Our United Profession	22
Achieving Our Victory Program	23
Goals for the Victory Action Program	24
I. A Dynamic Association in Every Community	25
II. Strong Associations in Every State	27
III. An Effective National Association	29
IV. Unified Dues—Local, State, and National	31
V. A Minimum of 90 Percent Participation	33
VI. Unified Committees—Local, State, and National	35
VII. A Competent Teacher in Every Classroom	37
VIII. A Competent Principal in Every School	39
IX. A Competent Superintendent in Every School System	41
X. More Effective State Departments and Federal Service	43
XI. A Professional Salary in Every Community	45
XII. Professional Security thru Tenure Legislation	47
XIII. Retirement Income for Old Age and Disability	49
XIV. Cumulative Sabbatical and Sick Leave	51
XV. Reasonable Teaching Load	53
XVI. Informed Lay Support	55
XVII. Strong Local Units and Better Schoolboards	57
XVIII. Adequate Educational Opportunity for Every Child	59
XIX. Equalization of Opportunity thru State and Federal Aid	61
XX. Safe and Healthful Communities for Every Child	63
XXI. An Effective Unesco	65
NEA Growth and Goals 1934-1951 [<i>chart</i>]	67
NEA-State Association Membership Achievement 1948	68
NEA-State Membership Achievement 1948 [<i>table</i>]	69
Rank of States in NEA Membership	70
NEA Membership-Percent of Gain during 1947-48 [<i>table</i>]	71

PART I. THE VICTORY ACTION PROGRAM—CONTINUED

Victory Program Membership Goals	72
Our Victory Program Membership Goals [<i>table</i>]	73
NEA Membership Summary—May 31, 1948 [<i>table</i>]	74

PART II. NEA AFFILIATED LOCAL ASSOCIATIONS

Beatitudes of a Leader	76
The Ideal Local Education Association	77
A Plan for Organizing a Local	79
Purposes of the Local Association	81
Financing the Local Association	82
Selection of Officers	83
Officers and Their Duties	84
Committees of the Local Association	87
Planning the Year's Program	89
Planning the Year's Meetings	90
Calendar for a Local Association	91
Parliamentary Procedures	92
Most Important Motions [<i>chart</i>]	94
How To Affiliate with the NEA	96
Suggested Constitution and Bylaws	100
Criteria for Evaluation	104
Activities of Local Associations, 1946-47	107
Developing a Legislative Program	109
NEA Affiliated Local Associations	116
Aids and Handicaps to Successful Accomplishment	149
"Today"	Angela Morgan 150

PART III. AFFILIATED STATE ASSOCIATIONS

"Stradivarius"	Arthur F. Corey 152
The Ideal State Association	153
Alabama	154
Alaska	156
Arizona	158
Arkansas	160
California	162
Colorado	166
Connecticut	168
Delaware	170
District of Columbia	172
Florida	174
Georgia	176
Hawaii	178
Idaho	180
Illinois	182
Indiana	186
Iowa	188
Kansas	190
Kentucky	192

PART III. AFFILIATED STATE ASSOCIATIONS—CONTINUED

Louisiana	194	North Dakota	228
Maine	196	Ohio	230
Maryland	198	Oklahoma	234
Massachusetts	200	Oregon	236
Michigan	202	Pennsylvania	238
Minnesota	204	Puerto Rico	240
Mississippi	206	Rhode Island	242
Missouri	208	South Carolina	244
Montana	210	South Dakota	246
Nebraska	212	Tennessee	248
Nevada	214	Texas	250
New Hampshire	216	Utah	252
New Jersey	218	Vermont	254
New Mexico	220	Virginia	256
New York	222	Washington	258
New York City	224	West Virginia	260
North Carolina	226	Wisconsin	262
Wyoming	264		

PART IV. THE NATIONAL EDUCATION ASSOCIATION

Teamwork for Victory	266
To the Teachers of the United States	268
<i>NEA Information</i>	269
History and Purpose	270
NEA Officers 1948-49	271
NEA State Directors	273
The Representative Assembly	275
Calendar of NEA Meetings and Presidents	276
What Do I Get for My NEA Dues	277
"I Didn't Get My Journal"	278
Future Teachers of America	279
American Education Week 1948	280
Helps for American Education Week 1948	281
NEA Overseas Teacher-Relief Fund	282
Assignment: Tomorrow	283
NEA Institute of Organization Leadership	284
Institutes on Professional and Public Relations	285
Federal Aid to Education	286
Four Arguments for Federal Aid	287
Digest of S472	288

PART IV. THE NATIONAL EDUCATION ASSOCIATION—CONTINUED

Basic Data, Federal Aid to Education	289
Perpetuating Your Life's Work	290
NEA Committees, Commissions, and Councils	291
<i>NEA Commissions and Councils</i>	
Educational Policies Commission	292
Legislative Commission	294
National Commission for the Defense of Democracy thru Education	296
National Commission on Safety Education	298
National Commission on Teacher Education and Professional Standards	300
National Council on Teacher Retirement	302
<i>NEA Standing Committees</i>	
Citizenship	304
Credit Unions	305
International Relations	306
Professional Ethics	307
Tax Education and School Finance	308
Tenure and Academic Freedom	309
<i>Joint Committees</i>	
NEA and American Legion	310
NEA and American Library Association	311
NEA and American Medical Association	312
NEA and American Teachers Association	313
NEA and National Congress of Parents and Teachers	314
<i>NEA Convention Committees</i>	
Auditing	315
Budget	315
Bylaws and Rules	315
Credentials	316
Elections	316
Necrology	316
Resolutions	316
<i>NEA Departments</i>	
NEA Departments	317
Adult Education	319
American Association for Health, Physical Education, and Recreation	321
American Association of Colleges for Teacher Education	323
American Association of School Administrators	325
American Educational Research Association	327
American Industrial Arts Association	328

PART IV. THE NATIONAL EDUCATION ASSOCIATION—CONTINUED

Association for Supervision and Curriculum Development	329
Audio-Visual Instruction	331
Classroom Teachers	332
Elementary School Principals	334
Higher Education	336
Home Economics	337
International Council for Exceptional Children	338
Kindergarten—Primary Education	339
Lip Reading	340
Music Educators National Conference	341
National Art Education Association	343
National Association of Deans of Women	344
National Association of Journalism Directors of Secondary Schools	345
National Association of School Secretaries	346
National Association of Secondary-School Principals	347
National Council for the Social Studies	349
National Council of Administrative Women in Education	351
National Science Teachers Association	352
Rural Education	353
Secondary Teachers	355
Speech Association of America	356
United Business Education Association	357
Vocational Education	358
<i>NEA Headquarters Divisions</i>	
NEA Headquarters Divisions	359
Accounts	360
Adult Education Service	361
Audio-Visual Instructional Service	362
Business	363
Field Service	364
Legislative-Federal Relations	365
Membership	367
Office of the Executive Secretary	368
Press and Radio Relations	369
Publications	370
Records	372
Research	373
Rural Service	375
Travel Service	376

PART IV. THE NATIONAL EDUCATION ASSOCIATION—CONTINUED

EA Code, Platform, and Resolutions

The Platform of the National Education Association	377
Resolutions Adopted at Cleveland	382
Code of Ethics of the Teaching Profession	387
Legislative Policy for the NEA	391
The Story of NEA Publications	393
Classified List of NEA Publications	397
Personal Growth Leaflets	411
EA Honor Roll	413

PART V. UNESCO AND THE WORLD ORGANIZATION OF THE TEACHING PROFESSION

Preamble to the Unesco Constitution	424
EA Participation in Unesco	425
Unesco's Program for 1948	426
The Membership of Unesco	428
US National Commission for Unesco	429
Member Organizations of the US National Commission for Unesco	429
Questions and Answers on Unesco	430
Some Principal Unesco Publications	431
Purposes of the World Organization of the Teaching Profession	433
EA Participation in WOTP	433
WOTP Membership Provisions	436
Membership in the WOTP	437
Index	439
Headquarters Staff	448

PART I

The Victory Action Program

The Program is broad enough to appeal to every teacher in America. It is flexible enough to provide for every need. It gives the fullest freedom to every state and local association and at the same time unites all in the greatest forward movement ever undertaken in American education. The Program proposes that we shall make ourselves strong as a profession and that we shall use our united strength to go down the line for the things we know are necessary to the success of our great cause in a world that desperately needs light. The choice before humanity is, literally, learn—or perish.

It Couldn't Be Done

EDGAR A. GUEST

*Somebody said that it couldn't be done
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.*

*Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it";
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done and he did it.*

*There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you one by one
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That "cannot be done," and you'll do it.*

A GREAT CHALLENGE

THE Victory Action Program which was unanimously adopted by our Representative Assembly at Buffalo, July 5, 1946, is a great challenge to our profession. It is of special importance to local associations which are the foundation upon which the unified teaching profession must be built. Our profession now faces the greatest opportunity that has come to it during the entire history of American education—an opportunity greater than it is likely to have again in a generation. Shall we as a united profession seize that opportunity or let it slip by?

Our profession took one forward step after another during the war years. The achievements of those years are described on pages 281-84 of the *NEA Journal* for September 1946. The achievements there recorded will influence the character of American education and life for generations. Our War and Peace Fund Campaign in 1943 gave the profession a new faith in itself. This new faith has been justified by outstanding accomplishments in connection with the United Nations and Unesco, by courageous investigation of conditions affecting the welfare of children and teachers, by gains made in our work with Congress, by the remarkable development of public sentiment favorable to schools and by the nationwide progress made under the Five-Year and Victory Action Programs.

As we go forward into the third year of the Victory Action Program we do well to keep ever in mind the convictions

which moved our Association to adopt that program:

[1] That in our present confused world it is of the utmost urgency that education be made as effective as possible. People must learn to rely upon intelligence and cooperation rather than on force.

[2] That peace must be waged no less than war and that in any plan to insure security, raise the standard of living, and provide employment education must play a major part.

[3] That a primary responsibility rests upon the organized teaching profession to make education increasingly effective.

[4] That education must concern itself with the growth and development of the entire population from the earliest years thruout life.

The goals of the Victory Action Program which appear on page 24 of this *HANDBOOK* embody the accumulated experience of our profession over the generations. If we make our profession strong on a united basis, we can carry the public with us in achieving these objectives. We cannot afford to do less.

The Victory Action Program will not be easy to achieve. It will require our profession to face up to its problems. Just as a general studies the problems of a military campaign we need to face frankly the obstacles we shall meet as we go forward in our Victory Action Program. Some of those obstacles are outlined on page 15.

WORKING TOOLS for the VICTORY ACTION PROGRAM

THE ACHIEVEMENT of the Victory Action Program will depend not only upon enthusiasm for the goals but effective work by strong leaders using good tools. There are many tools available to help leaders in local associations to do their part in promoting the Victory Program. These include the following:

Local Association Materials

[1] *Local association handbook.* Many locals issue handbooks for the purpose of presenting professional problems in the local area.

[2] *Local publication.* Many local associations issue a regular bulletin which can be used very effectively in promoting the Victory Program.

[3] *Special materials.* Wide-awake locals produce a variety of materials on professional organizations and problems.

The larger local associations have resources for printing their publications. Smaller associations usually need to duplicate by a less expensive process but mimeographed materials can be attractive. Enthusiasm and ingenuity are the prime ingredients for local materials.

State Association Materials

[1] *The state association journal.* This publication is a continuing source of information on state and local problems of the profession and should be fully utilized by local leaders. And don't hide your light under a basket. Describe your successful projects for your state journal.

[2] *Special bulletins of your state association.* Many of the states issue special bulletins to professional leaders which come out more quickly and in many cases more frequently than the magazine of the state association.

[3] *State manual for local associations.* Many of the states have in recent years produced excellent manuals for use in developing and strengthening local associations. If you don't have information as to the availability of such a manual in your state, write to your state association.

[4] *State membership materials.* Nearly every state is producing excellent materials in the membership promotion field in support of the unified program. Be sure to use this material.

National Association Materials

[1] *NEA Journal.* A wealth of material will be found in the pages of the *NEA Journal* during the course of the year including specific material on locals and a great deal of background material which you will find helpful in developing your program. Use the *Journal*. Send in your suggestions as to how it can be made more helpful.

[2] *NEA Handbook and Manual* for local, state, and national associations. This 448-page book is an indispensable working tool for leaders in professional organization. It is sent to secretaries and presidents of state and local education associations and to others listed on page 4.

Victory Action Program

Copies are free on request to other association officers who desire them. Additional copies \$1.

[3] *NEA History*. This 160-page book presents in readable style the history of the National Education Association since its founding in 1857. Price \$.50.

[4] *Assignment: Tomorrow* is the title of the NEA film which was released in November 1945. Prints of this film were deposited with state associations and are booked by them. Local associations which have not used this film should plan to take advantage of it. Ask your state association for a booking. No charge except in some states a small service fee.

[5] *NEA News*. This four-page bulletin, which replaced the *Leaders Letter*, is issued weekly during the fall and winter months and less often during the rest of the year. It goes to officers of local associations, superintendents of schools, and other leaders in the profession without charge. It contains material helpful in promoting the Victory Action Program with special emphasis on locals.

[6] *The Public and Education*. This four-page publication designed for lay leaders was inaugurated by the NEA in 1945 and, according to leaders in the field, occupies a very real place. It is published about once a month. Funds available at the present time do not permit the Association to distribute this publication as widely as many locals would like to see it distributed in their communities. Therefore, arrangements

are being made so that above a certain quota which will be provided free for a city of a given size, additional copies may be ordered at a nominal price.

[7] *NEA Research Bulletin*. This quarterly bulletin provides a wealth of fundamental data on a variety of problems concerning the profession. Goes to all local associations affiliated with NEA.

[8] *FTA Yearbook*. Published annually this yearbook is a guide for leaders interested in the development of FTA chapters in colleges and universities.

[9] *Annual Report of the Profession to the Public*. This NEA report usually issued in January provides excellent material for use with lay groups. If your local newspapers haven't already used the material from it, they should be encouraged to do so. Available from the NEA without cost while the supply lasts.

[10] *Personal Growth Leaflets*. Many of the leaflets in this well known series deal with professional problems and issues in which the layman is concerned. Write for complete list. Cost of these 16 page, 3x5 inch leaflets is only 1¢ per copy but no orders accepted for less than 25.

[11] *American Citizens Handbook*. This popular third edition contains the rich material of earlier editions plus the complete story of the United Nations, the charter of the United Nations, and the Unesco Constitution. Price \$2.

[12] *Other NEA Materials*. Materials published by NEA departments and commissions likewise furnish a wealth of source material on professional problems. Complete list of NEA publications, p. 397.

MEMBERSHIP ENROLMENT PLANS

IN KEEPING with the Victory Action Program progressive local associations are rapidly assuming responsibility for the collection of professional dues, local, state, and national. Their officers, recognizing that in an alert association, school administrators should not be expected to do this work, initiate enrolment plans.

In the development of such plans, the following suggestions may prove helpful:

[1] Set a definite membership goal. State goals will be found elsewhere in this book. Proportionate goals should be worked out for each county and city school system. The Victory Action Program calls for a minimum of 90% of the teachers. The ideal goal is 100%!

[2] Establish a budget to include local, state, and national dues. Some local associations include PTA dues, Red Cross, Community Chest, flower fund, and other standard, worthy causes.

[3] Appoint a strong enrolment committee including a chairman of publicity, the secretary or treasurer of the association, and a representative from the superintendent's office and from each building.

[4] If the school system is large ap-

point a steering committee which can meet frequently enough to work out detailed plans for the campaign.

[5] Secure or prepare carefully publicity materials which indicate services and achievements of the associations and need for united action.

[6] Hold enough meetings of the enrolment committee so that all members will be thoroly familiar with the work of the associations and the plans for the enrolment campaign.

[7] Set a definite date for the campaign. Campaigns conducted early in the fall are usually most successful.

[8] Arrange for dues to be paid on or before a designated date or by prorated monthly amounts.

[9] Publicize results as the campaign progresses.

[10] Arrange for the names and addresses of the members to be sent to the secretaries of the state and national associations early in the school year. This enables the members to receive their journals without delay. Arrangements can usually be made for the dues to be forwarded later, if more convenient.

The widespread practice of staging separate and unrelated campaigns to enrol members in local, state, and national units is unsatisfactory and extensive. A more satisfactory method is to enrol teachers in all three organizations at one time. Dues may be collected by salary deductions, authorized by the teacher, preferably in instalments. It is important that contact with individual teachers be maintained thru carefully selected and trained solicitors.—CLEVELAND WORKSHOP ON ACHIEVING EFFECTIVE UNIFICATION OF LOCAL, STATE, AND NATIONAL EDUCATION ASSOCIATIONS, JULY 6-8, 1948.

NEA MEMBERSHIP and UNIFIED DUES

THERE ARE three kinds of active NEA memberships:

Regular—The \$5 annual membership entitles a member to the 9 issues of *The Journal*, the privilege of attending meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to serve on committees and commissions, when called upon, and to hold office.

Special—The payment of \$10 annual dues entitles members, in addition to the privileges mentioned above, to receive the *Research Bulletins* and *The Volume of Addresses and Proceedings*.

Life—The \$150 or Life Membership, which indicates permanent interest in and loyalty to the profession, gives for life, all of the privileges of the \$10 membership. The fee may be paid in one sum or in ten annual instalments of \$15.

The membership year is September 1 to August 31. Dues received during any membership year are credited to that year unless otherwise requested.

Local, state, and national associations go forward together. The ideal is: *Unified membership in local, state, and national associations with every teacher at work on the problems of the profession and the nation.* The great membership gains come with united dues. With larger dues and increased service, it should be easier to make membership quotas.

The unified dues plan, by which local,

state, and national dues are combined into a single fee, has been adopted outright by state associations in Arizona, Idaho, Montana, Oregon, Hawaii, and the District of Columbia and hundreds of local associations. It has been adopted in principle by 42 additional state associations.

When a state association adopts unified dues outright, it enters into an arrangement with the local and national associations by which all three units agree to accept as members only those individuals who join all three organizations at a single fee, fixed, collected, and distributed by the local association.

When a state association adopts the unified dues plan in principle, its official policy-making body approves the plan and recommends that local associations adopt it outright as soon as arrangements can be made to do so.

Dynamic leadership will guarantee the success of the Victory Action Program including unified dues. The following groups hold strategic positions of leadership and have special responsibility for advancement of the profession:

- Officers of local and state associations
- Teachers college executives
- Classroom teacher leaders
- State NEA directors
- Editors of educational journals
- Elementary and secondary principals
- Supervisors and directors
- City, county, state superintendents

FINANCING OUR PROFESSION

THE plan for "unified dues" by which professional dues for local, state, and national organizations are combined into a single fee is growing in favor and is a part of the Victory Action Program. While the plan includes, at present, merely the standard dues in the local, state, and national organizations, the time is not far distant when departmental dues will be included also. In most cases one percent of the annual salary will be quite adequate to cover dues in local, state, regional, national, and world organizations and their departments.

At the Cleveland convention in 1948, NEA dues were increased from \$3 to \$5. State and local associations one by one are increasing their dues to provide for additional service. This movement is to be encouraged. Let teachers inquire as to dues in the AMA and labor unions.

It is doubtful if an adequate program of activities can be maintained on less than \$25 united dues—\$10 for the local; \$10 for the state; and \$5 for the national. Some states prefer dues on a percentage basis; others prefer a flat fee. This question becomes less pressing as salaries are equalized. Every state should adopt unified dues to take effect in each local when adopted by that local.

The following table shows what unified dues would amount to in each state when present dues for state and national education associations are combined. The figure following the semicolon shows "united" state and national dues for col-

lege FTA members. National FTA dues of \$1 are included in this figure; where the figure is only \$1, arrangement has not yet been made for FTA dues in the state association—except in the case of Mississippi and New Jersey, which provide free service to members of FTA chapters.

Alabama \$7—10; \$2	Nevada \$6; \$1
Arizona 50¢ on each full \$100 of salary, plus \$5; \$1.50	New Hampshire \$9; \$2
Arkansas \$12; \$2	New Jersey \$10; \$1
California \$11; \$2.50	New Mexico \$10; \$2
Colorado \$9; \$2	New York \$7—13; \$2
Connecticut \$11; \$1.50	North Carolina \$9; \$2
Delaware \$7; \$1	North Dakota \$7.50—10; \$1
D. C. \$6; \$1.50	Ohio \$8; \$1.50
Florida \$8—10; \$1	Oklahoma \$7.50—13; \$2
Georgia \$10; \$1.50	Oregon ½ % salary; \$2
Idaho ½ % salary; \$1.50	Pennsylvania \$9; \$2
Illinois \$9—15; \$2	Rhode Island \$6; \$1
Indiana \$12.50; \$1.50	S. Car. \$12; \$2
Iowa \$9.50—26*; \$2	South Dakota \$7—10; \$2
Kansas \$9—16; \$2	Tennessee \$9; \$1.50
Kentucky \$7.50; \$2	Texas \$10; \$2
Louisiana \$9; \$2	Utah \$15; \$2
Maine \$7—10; \$2	Vermont \$7—8; \$1
Maryland \$10; \$2	Virginia \$8; \$2
Massachusetts \$8; \$2	Washington \$14.50; \$2
Michigan \$8.50—10.25; \$2	West Virginia \$8; \$2
Minnesota \$10; \$1	Wisconsin \$7; \$1
Mississippi \$10; \$1	Wyoming \$8—15; \$2
Missouri \$7; \$1.75	Alaska \$5.50; \$1
Montana ½ % salary; \$2	Hawaii \$5.50—17; \$1
Nebraska \$8—15; \$2	Puerto Rico \$35; \$1

* No set maximum; base rate is for first \$1000 salary, increasing \$1.50 per thousand or fraction thereof.

To the above figures the dues of the local association should be added.


UNIFIED MEMBERSHIP CARD

MANY LOCAL ASSOCIATIONS have developed their own membership cards based on the idea of unified dues. Others have asked the National Education Association to help work out a suitable card in

keeping with the unification program.

The form shown on this page is adapted from the card used in Pasadena, California. Local associations may use it in any way they wish.

FRONT OF CARD

	NATIONAL EDUCATION ASSOCIATION CALIFORNIA TEACHERS ASSOCIATION PASADENA TEACHERS ASSOCIATION
NAME _____	
Unified membership dues paid for 1948-49	
<i>Mabel Studebaker</i> NATIONAL PRESIDENT	<i>John A. Heywood</i> LOCAL PRESIDENT
<i>Erwin H. Dann</i> STATE PRESIDENT	BY _____ REPRESENTATIVE, PASADENA TEACHERS ASSOCIATION

The National Education Association

and the state and local associations united with it are dedicated to the upbuilding of democratic civilization and supported by the loyal cooperation of the teachers of the United States to advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people.

REVERSE OF CARD

ACHIEVEMENTS of OUR UNITED PROFESSION

World Organizations—The establishment of Unesco and the inauguration of the World Organization of the Teaching Profession [WOTP] are among the greatest achievements ever won by our united profession.

Overseas Teacher-Relief Fund—More than \$275,000 was collected from teachers and used to aid teachers in the war-devastated countries overseas.

Other International Services—Publications of the NEA Policies Commission and departments are being translated by the US government and used in various parts of the world. A new NEA publication, "Education for International Understanding in American Schools," is designed to help teachers build better world understanding. The list of NEA-sponsored International Relations Clubs in highschools is growing steadily.

Salaries—Teachers salaries have been increased from an annual national average of \$189 in 1870 to an estimated \$2550 in 1947-48. A minimum salary of \$2400 or more, for professionally prepared teachers, has been established in several states and territories.

Higher Standards—The NEA Commission on Teacher Education is sponsoring a vigorous campaign to recruit teachers and raise professional standards.

Professional Security—Three-fourths of the states afford some type of protection for all or a large part of their teachers. The NEA Defense Commission and Tenure Committee are constantly protecting and improving employment conditions for teachers.

Retirement Provisions—Statewide retirement or pension systems have been

established in 48 states, Hawaii, D. C. These plans are being improved.

Sick Leave—Seventeen states by state law recognize sick leave. Nearly all city systems provide sick leave with some pay and at least one-third of them operate a cumulative sick-leave plan.

Federal Aid for Education—Aggressive efforts by the NEA and its affiliated associations have substantially increased support in Congress for federal aid for public schools, without federal control.

Teacher Participation in the solution of social, political, economic, and professional problems is growing in practice.

Faith in Education—Public appreciation of schools as shown by press, radio, and participation in American Education Week, has reached an all-time high.

Citizenship—The NEA and the US Department of Justice sponsor jointly an annual National Conference on Citizenship as a contribution to greater national strength and unity.

Travel Service—The NEA operates low-cost tours for teachers which feature planned sightseeing, orientation programs, and association with foreign teachers in social events.

Integrated Cooperation—Professional unity has been increased by having the chairmen of local and state committees serve as members of corresponding advisory committees of the NEA.

Unified Dues—Eight states and territories and hundreds of local associations have adopted united dues collected as a single fee by the local association.

Membership Growth—The steady increase in NEA membership, gives added strength to the profession.

ACHIEVING OUR VICTORY PROGRAM

THE goals of the Victory Program are listed on the next page and each of the goals is given more extensive consideration on the pages that follow. How can these goals be achieved? First we must all remember that great enterprises of this kind require the widest possible dedication and cooperation of great numbers of people. If anyone fails to do his part, the result is less than it might be. To achieve the best results the Victory Action Program must be actively supported on four levels.

On the National Level—The program was adopted by the NEA Assembly July 5, 1946, by representatives of our various state and local associations, to take effect in each affiliated state education association when adopted by that association. The NEA is now at work on those phases of the program which require nationwide consideration and action.

On the State Level—Most states have already worked out programs of action and others are doing so around these goals or any other needs important to the state. Let there be an immediate, a shortterm, and a longterm program. States which have not already done so should adopt unified dues to take effect in each local when approved by that local

and should then follow up to see that the matter is considered by each local group. Where teachers are favorable, unified dues may be adopted on a statewide basis.

On the Local Level—Each local association should adopt the Victory Action Program in principle and should work out for its local area a set of goals applicable to that area. It should also make plans actively to support the programs of the state and national associations where these require local action, as in the case of state and national legislation. The first step is to adopt unification and to put unified dues into effect. Association dues have been kept at too low a level for the most effective work. Leaders who have given much thought to the matter suggest a unified fee amounting to approximately 1% of the teachers annual income, to finance local, state, regional, departmental, national, and world dues. Only by investing more ourselves, can we get the people to invest more in education.

On the Individual Level—Only if individual members study this program, assume responsibility for leadership, and take the initiative can victory be achieved. Let the great gains made during the first two years of the program inspire us to increased effort.

In the past a triangle has been the much-used and appropriate symbol for local, state, and national cooperation in professional organization. Now, however, we should talk in terms of a foursquare profession.—George I. Linn, vicepresident, Northern Section, California Teachers Association.
[Note how Mr. Linn's suggestion is used on the cover of this Handbook.]

Victory Action Program

GOALS for the VICTORY ACTION PROGRAM of the UNITED TEACHING PROFESSION

The Victory Action Program was adopted by the Representative Assembly of the NEA on July 5, 1946. Its goals, to be achieved by or before 1951, are:

- [1] Active democratic local education associations in every community, including an FTA chapter in every college which prepares teachers, affiliated with the state and national associations.
- [2] A strong and effective state education association in every state.
- [3] A larger and more aggressive national education association.
- [4] Unified dues—local, state, and national—collected by the local.
- [5] A membership enrolment of at least 90 percent in local, state, and national professional organizations.
- [6] Unified committees—the chairmen of local and state committees serving as advisory members of corresponding national committees.
- [7] A professionally prepared and competent teacher in every classroom.
- [8] A professionally prepared and competent principal at the head of every school.
- [9] A professionally prepared and competent administrator at the head of each school system.
- [10] A strong adequately staffed state department of education in each state and a more adequate federal education agency.
- [11] A professional salary for all members of the profession, adjusted to the increased cost of living.
- [12] Professional security for teachers and administrators guaranteed by effective tenure legislation.
- [13] Retirement income for old age and disability.
- [14] Cumulative sabbatical and sick leave.
- [15] Reasonable class size and equitable distribution of the teaching load.
- [16] Informed lay support of public education at local, state, and national levels.
- [17] Units of school administration large enough to provide for efficient operation, with special attention to the needs of rural areas and stronger state and local boards of education.
- [18] Adequate educational opportunity for every child irrespective of race, creed, color, or residence.
- [19] The equalization and expansion of educational opportunity including needed state and national financing.
- [20] A safe, healthful, and wholesome community environment for every child.
- [21] An effective United Nations Educational, Scientific and Cultural Organization.

I.

**A DYNAMIC ASSOCIATION
IN EVERY COMMUNITY**

THERE SHOULD be a comprehensive local professional association in every school system. It should bring together classroom teachers and administrators in a united program of planning and action.

The local association is the basic unit for organization. It is close to the people of every community; it is near the specific problems of education and the teaching profession; it makes possible the maximum use of all teachers as participants.

There are too many "paper" local groups. They meet infrequently; their dues are inadequate; they lack plans; they are afraid to discuss professional problems; many members are indifferent; the officers are not trained, inspired leaders.

There are also many strong local groups. They are attacking salary problems vigorously; they are not afraid of politicians; they constantly seek facts; they are working for, not merely talking about, better schools and communities.

Things to find out

[1] Is your local affiliated with the state association and the NEA?

[2] What publications and news services does your local receive as a result of these affiliations?

[3] What use could be made of the

THINK . . . PLAN . . . ACT . . .

[1] Of the estimated 6000 local associations in the United States, only 2322 are affiliated with the National Education Association.

[2] Not all state education associations have vital programs and affiliation plans for local associations.

[3] Affiliation with the NEA is not merely a source of aid but an opportunity to work with your state and national association in advancing the cause of education.

[4] Local association officers who neglect to cooperate in state and national programs should be replaced by those who will act.

[5] Local associations should be independent of the local school administrative organization; they should have their own policies and programs.

state and NEA publications and communications received by your local? [A]*

[4] What committees does your local association have and what contact with the state and national associations?

[5] What is the program or list of goals of your local association? [E: 7-14]*

* Letters at the end of items refer to selected references given on next page; numbers indicate pages of immediate application. Similarly interpret letters and numbers on other study guides in this section.

Victory Action Program Goals

Things to do

[1] Visit nearby local associations to discover how they are organized to carry out their plans. [D]

[2] Draw up a list of school and community problems for study and action. [H: 65-208]

[3] Write to your state association and the NEA for published materials and other helps.

[4] List the civic organizations that might cooperate with your local association. [F: 10-11]

[5] Analyze the budget of your local group. Are the dues adequate?

[6] Ascertain the attitude of the superintendent and the local schoolboard toward a truly active local professional association. Offer suggestions for cooperative programs. [C]

[7] Plan workshops and study groups in which every teacher will have an opportunity to participate.

[8] Keep the state association and the NEA informed as to the plans and achievements of your local group.

[9] Outline a forward-looking public-relations plan for your local group. [A]

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II.

STRONG ASSOCIATIONS IN EVERY STATE

It is at the state level that much of the frontline action for better schools is required. Gains achieved at the federal level must be implemented in the several states. Progress at the local level can be stimulated by positive state leadership.

It is the state association which can speak for the organized profession at the state legislature, in the state department of education, before the councils of other statewide organizations, and to the statewide press. Working for needed changes in school laws is its unique responsibility. The present quality of a state's school system reflects the vision and effectiveness that have characterized its state education association.

State associations need the allegiance and active participation of every member of the profession. Membership alone is not enough. An association's program is effective according to the proportion of teachers who devote their time, energy, and talents to planning and carrying out that program.

Things to find out

[1] How do the achievements of your state association in the field of teacher welfare compare with the general forward movement in recent years? [D]

[2] How important is the role of the state association in determining and defining educational needs? [F]

[3] What are the opportunities and

THINK . . . PLAN . . . ACT . . .

[1] Twenty state associations now own their own headquarters buildings. Others are investigating possibilities or developing specific plans.

[2] Ten state associations now enrol nearly all of the teachers; some enrol only half to three-fourths of their potential members.

[3] Fifteen states have full-time research specialists, and about the same number have field secretaries or directors of public relations.

[4] For information about state association dues, see pages 19 and 20 of this Handbook. Note that annual dues in many of the states are fixed; in others the dues vary with salary level.

[5] Direct services to members provided by state associations include placement, group insurance, state credit unions, legal advice and information, and provisions for medical or hospital care.

obligations of state membership? [B]

[4] How does a state education association elevate professional standards and lend prestige to the profession? [A; D; E]

[5] What new forms of direct service to members could your state association provide?

Victory Action Program Goals

[6] Is the headquarters office of your state association adequate? [G]

Things to do

[1] Of the important school legislation enacted during the past six years, find out which measures were introduced at the instigation of the state education association. Which ones did the association actively support, ignore, or oppose?

[2] Find new ideas for your own state association thru a study of the reports of other state associations. [H]

[3] In a meeting of the local association just prior to the annual state convention, discuss thoroly the major issues that will be considered. Decide upon the action your delegates should take. [G]

[4] Recommend to the executive secretary the names of local leaders who merit consideration as officers or committee members of the state association.

[5] Prepare a list of activities in which your local and state associations could cooperate. Show how NEA could help. [G]

[6] Prepare an article for your state journal on some pertinent topic, such as recruitment or tenure.

[7] Develop a plan for unified membership in local, state, and national organizations which would be adapted to your state.

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III.

AN EFFECTIVE NATIONAL ASSOCIATION

IN CERTAIN AREAS of professional work only a *national* professional association can operate successfully. For example, a national education organization can co-operate most effectively with fraternal, veterans, labor, commercial, and parent-teacher organizations thru their national officers.

A national professional group can best carry on certain types of research and public relations, and can evaluate federal laws and federal government activities which affect public education. State and local associations need the leadership, active assistance, and vigorous independent support of an overall national association.

In the United States, where the federal government cannot exercise control over the schools, a desirable type of unity can be achieved thru a national professional association. Without relinquishing local initiative or independent decision and action, members of the profession can obtain a wholesome amount of uniformity in their philosophy and practice thru an exchange of ideas, and the free give and take of professional discussion in national publications and forums.

Things to find out

[1] What are the functions of the NEA Representative Assembly? Of the Board of Directors? [F: p. 96; 272; 275; G: May 1946, p. 265]

THINK . . . PLAN . . . ACT . . .

[1] The objectives of the NEA are: "To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States."

[2] Said Theodore Roosevelt, "Every man owes a portion of his time to the upbuilding of the profession to which he belongs."

[3] Only the state and local associations that are affiliated with the NEA may send delegates to the Representative Assembly.

[4] NEA committees are effective, or ineffective, according to their membership. Appointments are made from those recommended by state and local affiliated groups.

[5] Twelve states and territories and hundreds of local associations have adopted the plan of "unified membership" in local, state, and national associations.

[2] Did your local and state associations send full quotas of delegates to the last convention?

[3] When has the NEA experienced its most rapid growth? Can you explain why? [A: 155; D; F: 367]

[4] What are the best reasons you could give to a new teacher who asks,

Victory Action Program Goals

"Why should I belong to the NEA?"
[A; F: 277]

[5] Why and how could we strengthen our national professional association *now*? [B; C; E; F: Part I]

[6] Should any item in the NEA Platform be changed? [F: 377]

Things to do

[1] Review NEA programs and achievements in teacher welfare during the past ten years in areas such as salaries, retirement, tenure, leaves of absence, credit unions, and academic freedom.

[2] List the ways the NEA could help you personally, your local association, and your state association.

[3] Evaluate the Victory Action Program in terms of what is needed most in your community and state. Put first on the list the goals which have highest priority in your locality.

[4] Make yourself and your local group aware of the work of the Educational Policies Commission, the Defense Commission, the Legislative Commission, the Commission on Safety Education, and the Commission on Teacher Education and Professional Standards.

[5] Study the record of NEA activities and achievements with respect to Unesco and WOTP (World Organization of the Teaching Profession). Consult Study Guide XXI.

[6] Find out all you can about the program of one of the NEA depart-

ments—the one most closely related to your work. Consider its possibilities.

[7] Study the record of NEA membership in your state for the past ten years. Compare it with other states. Ask your local association whether or not its membership record has been good enough in view of what the NEA is trying to achieve.

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IV.

UNIFIED DUES—LOCAL, STATE, AND NATIONAL

ONE MAJOR WEAKNESS of our professional education associations has been the absence of active unity among local, state, and national groups. Too often they have grown up with separate interests and separate programs, except for occasional attempts at voluntary cooperation. Membership dues have been low. Each group has taken the initiative for the promotion of its own membership. There has been no uniform time for enrolment or for the collection of dues. The situation has been, and often still is, archaic and inefficient.

The solution for such chaos, however, is at hand. Unified membership plans have been developed and put into effect by a number of associations. The plan is no longer an experiment but a procedure of demonstrated merit, with proved advantage to all groups.

Things to find out

[1] How can a plan of unified membership be developed democratically in your state? [A]

[2] What are some of the important steps to be taken in planning for membership promotion? [E]

[3] Does unified membership cause decline in state and local memberships? [A]

[4] How would the annual dues in your local and state associations compare with those in other states if a unified membership plan were adopted? [E: 20]

THINK . . . PLAN . . . ACT . . .

[1] Every teacher owes it to himself, to his profession, and to our country to take part in the local, state, and national education associations which advance and safeguard American education.

[2] Usually 1 percent of salary is sufficient to provide adequate unified dues in local, state, and national associations.

[3] A plan of unified membership is economical, effective, and professional.

[4] Isolationism is often another name for irresponsibility or refusal to pull one's share of the load.

[5] Local, state, and national associations are so interdependent that they rise and fall together.

[6] No association which has adopted the unified membership plan has given it up.

[5] What are the annual dues paid for organizational memberships in your own community by lawyers, nurses, dentists, doctors, pharmacists, businessmen, and members of labor unions?

[6] What could be done in your locality with the energy and funds released by a unified plan? What significance does this plan have for the Victory Action Program? [D; B]

Victory Action Program Goals

Things to do

[1] Find out whether or not any local association in your own state is using a plan of unified membership. If so, find out how it functions.

[2] Study several plans of unified membership as they are used in such states as Arizona, Montana, Oregon, and Washington. [Write the NEA Director of Membership for the names of other states and specific communities]

[3] Have your local officers circulate an informal inquiry blank to members of the local association, asking each person to list the arguments for and against the adoption of a plan for unified dues in local, state, and national associations. Use the results as the basis for discussions and formal action.

[4] Have local groups discuss the question: If a unified membership plan is adopted, should every member retain the right to refuse to join any of the three associations, yet be accepted as a member of the one, or two, in which he is interested?

[5] Have fellow teachers list all of their organizations in which membership in the national or state organization is automatic upon payment of one fee.

[6] Have your local officers draw up a membership card suitable for use in your locality as evidence of membership in local, state, and national associations.

[7] Develop in detail a recruitment plan that seems best adapted to local conditions and to assure maximum teacher interest and participation in professional activities—local, state, and national. [Include personnel, time schedule, technics, and records.]

[8] Discuss unified membership with state association officers and staff members. Explore its possibilities if adopted on a statewide basis.

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V.

A MINIMUM OF 90 PERCENT PARTICIPATION

IN OUR NATION the voice of a minority group has the right to be heard, but it is the majority always that speaks convincingly. When the representatives of a local association cannot stand before the schoolboard and public as spokesmen for the majority of the teachers, they are at once handicapped, irrespective of the justice or eloquence of their appeal. And the same is true of state and national professional associations.

Perhaps there will always be a few teachers who will not join their professional organizations. We respect their rights, even when we do not share their point of view. As members of the organized profession we can scarcely do otherwise. But the minimum goal of 90 percent participation is reasonable and attainable.

Membership and active participation in the work of local, state, and national education associations is a professional duty. Quite properly it can be urged as an essential to the teacher's own best development as well as the only successful means of advancing the profession of teaching.

Things to find out

[1] What percent of the teachers in your community and state are members of the state association? the NEA? [B-36: 521; F: 67-74; G: 22-23]

[2] What has been the recent trend

THINK . . . PLAN . . . ACT . . .

[1] It is the primary responsibility of the organized profession to make education increasingly effective, both in our own land and thruout the world.

[2] The public tends to value the teaching profession by the standards which it sets for itself and its members.

[3] Until the great majority of teachers actively participate in well-integrated local, state, and national associations, the profession will remain a house divided.

[4] Recent membership gains have often been greatest in the states where average salaries are extremely low.

[5] Let us attach importance not only to what we get but to what we give.

[6] Leadership must awaken anew with each generation.

with respect to membership in state and national associations in your state? [B]

[3] What major problems now challenge the united efforts of the entire profession? [A; E; F; G; H]

[4] Has any form of recognition been developed for outstanding participation in the work of state and national associations? [C]

Victory Action Program Goals

[5] How are the Victory Action membership goals determined for your state? [F: 67-74; G: 26-27] What are the goals for your state each year until 1951?

Things to do

[1] Analyze the reasons for gains or losses in memberships from your locality in local, state, and national associations.

[2] Compare membership in professional associations in your city or county with the record of other comparable communities in your state. [For 100 percent units see your state association journal and this HANDBOOK, pages 413-22.]

[3] If the local membership record is low, help your organization leaders to develop plans and quotas which can be used as definite goals.

[4] Help plan a panel discussion on such questions as the use of "pressure" to encourage memberships. Is something wrong if "pressure" is needed?

[5] List all the arguments you can discover both *for* and *against* the use of the "100 percent incentive" to membership.

[6] Outline an improved local method of enrolment.

[7] Encourage as many as possible of your capable local leaders to become committee members and officers in state and national associations.

[8] Organize a local workshop for professional leaders, both present and potential. [Write the NEA and your state association for suggestions and materials.]

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VI.

UNIFIED COMMITTEES—LOCAL, STATE, AND NATIONAL

MANY PROBLEMS confronting the organized teaching profession must be attacked thru the concerted action of local, state, and national associations if they are to be successfully solved. The current shortage of qualified teachers, the unjust dismissal of teachers, nationwide adherence to ethical principles, freedom in teaching, and lifting teachers salaries to acceptable levels are familiar examples.

The coordination of professional efforts by all three groups will hasten progress toward the goals we seek. To that end parallel committees are being set up to work on common problems and to provide mutual support for one another's efforts. Local success is achieved many times because state and national associations come strongly to the support of local programs. Conversely, both state and national associations depend for their achievements upon the support of their affiliates in the local-state-national team.

THINK . . . PLAN . . . ACT . . .

[1] An organization with active well-informed committees is ready for prompt, decisive action.

[2] An organization as a whole cannot afford to "ride off in all directions." Committees represent an intelligent division of labor, according to members' interests and abilities, with respect to problems too numerous or too complex for effective attention by large groups.

[3] Effective leaders of state and national committees come from those who have studied problems at closer local range.

[4] State or national effort is seldom fruitful when local interest is absent or weak.

[5] At all levels, committee work is the veritable foundation of association policy and action.

Things to find out

[1] How many members of your local association are now serving as members of state and national committees? [local records; D]

[2] What committees have been set up by your local and state associations? Should some be discontinued? [D]

[3] What are the purposes of NEA

committees and commissions? [B: 291-303]

[4] How does the work of state and national committees relate to the interests, needs, and problems of your local group? [B; D]

[5] Can you suggest additional projects for committees that are timely and important?

Victory Action Program Goals

[6] Does any project of a local committee suggest a new emphasis, or illustrate a valuable technic, which should be reported to state and national committees?

[7] What are the basic standing committees usually regarded as essential for local associations? [C: 46-47, 215]

[8] What procedures make for effective committee work? [C: 46]

Things to do

[1] Have your association officers appoint a committee to examine the work of past and present committees. Explain why committees fail or succeed.

[2] Prepare a checklist, giving the names of all the committees of the state and national education associations. Have each member of the local association indicate his own interests.

[3] Using the checklist mentioned in item 2, divide the local association into small "interest groups," the members of which are to keep informed and to report significant news about the work of their committee. Some of the "interest groups" may develop into local committees to work on related problems.

[4] Give publicity to significant work of local, state, and national committees thru news letters, bulletins, and announcements.

[5] If no interest is shown in any important area, create interest by assigning a few capable people to investigate and report what is being done.

[6] As changes in the chairmanships of local committees occur, report them *promptly* to the state and national associations.

[7] Give recognition and publicity to good work done on state and national committees by individual members of your local association.

[8] Send to the state association lists of local leaders who have demonstrated their ability to do good work on committees.

[9] Send to the state association and the NEA descriptions of successful local committee activities.

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[D] Consult current issues of state education association journal for lists of committee members of state and national associations.

[E] Consult local journals and news letters for the activities and the members of local education committees.

[F] Consult the references cited in Study Guides I, II, and III.

VII.

A COMPETENT TEACHER IN EVERY CLASSROOM

EVERY CHILD has the right to competent, professionally trained teachers. No classroom should be closed for lack of a teacher, and no poorly qualified teacher should be hired when a better one is available.

Teaching is exacting, important work worthy of the efforts of gifted, highly trained people. In 1920 the National Education Association called for a minimum of "four years' carefully planned preparation, following upon graduation from a four-year highschool."

Appointing authorities should select and retain teachers on a basis of competence and preparation. Selection should not be affected by unrelated factors, such as residence or marital status.

Making the profession attractive, identifying those who give promise of being good teachers, giving them requisite training and guidance, seeing that they are placed where they can serve best, and providing for inservice growth and development—these are tasks for a united profession and an enlightened public to perform together.

Things to find out

[1] How do the minimum certification requirements in your state compare with those of other states? [H]

[2] What methods are used in selecting new teachers in your community? [F]

THINK . . . PLAN . . . ACT . . .

[1] Over 350,000 qualified teachers left the profession during the war years.

[2] In 1947-48 an estimated 102,000 positions were filled by teachers holding emergency certificates.

[3] Altho teachers college enrollments are larger today than before the war, relatively fewer are enrolled in courses leading to teaching.

[4] Legally qualified teachers are not necessarily well qualified; standards must be raised.

[5] Without high standards for teaching, there cannot be high salaries and good working conditions.

[3] How do teachers salaries in your community compare with the income of other professions and occupations? [I]

[4] Study the relationship between state finance and federal aid and the maintenance of qualified teachers in the profession. [I]

[5] What conditions deter young people in your community from entering the teaching profession? What local conditions cause qualified teachers to leave teaching?

[6] What methods of selecting prospective teachers are used by teacher-training institutions in your state? [C]

Victory Action Program Goals

[7] What local opportunities are there for teachers to improve themselves personally and professionally?

Things to do

[1] Have your local group prepare a list of highschool students who are thinking about teaching and plan how to help them get their training.

[2] Plan workshops to study problems of providing competent teachers. [E]

[3] Plan publicity that will bring to the attention of young people the advantages of teaching as a profession.

[4] Help to invent new ways whereby the organized profession can participate in setting standards, evaluating qualifications, and determining the legal status of teachers. [G]

[5] Work out plans for changing local schoolboard rules and state laws which deter promising teachers from staying in the schools.

[6] Study ways to provide an adequate salary schedule for your school system.

Selected references

[A] American Association of School Administrators. *Paths to Better Schools*. Twenty-Third Yearbook. Washington, D.C.: the Association, a department of the National Education Association, 1945. Chapter 6, "Those Who Teach," p. 167-81. \$2.

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[C] Eliassen, R. H., and Martin, Robert L. "Pretraining Selection of Teachers during 1940-43." *Journal of Educational Research* 38: 666-77; May 1945.

[D] National Education Association, Department of Elementary School Principals. *In-Service Growth of School Personnel*. Twenty-First Yearbook. Washington, D.C.: the Department, 1942. 347 p. \$2.

[E] National Education Association, National Commission on Teacher Education and Professional Standards. *The Improvement of Teaching*. Report of the Oxford Conference. Washington, D.C.: the Association, 1947. 168 p. \$1.

[F] National Education Association, Research Division. "Teacher Personnel Procedures: Selection and Appointment." *Research Bulletin* 20: 51-79; March 1942. 25¢.

[G] National Education Association, Research Division. "The Legal Status of the Public School Teacher." *Research Bulletin* 25: 27-70; April 1947. 25¢.

[H] Woellner, Robert C., and Wood, M. Aurilla. *Requirements for Certification of Teachers and Administrators*. Twelfth Edition, 1947-48. Chicago: the University of Chicago Press, 1947. 102 p.

[I] Write for the publications of your state association and the National Education Association on federal aid, teachers salaries, finance, tenure, and retirement.

VIII.

A COMPETENT PRINCIPAL IN EVERY SCHOOL

THE COMPLEXITY of the principal's task has been increased by new goals for education and the increasing breadth of pupil ability and needs. Teacher morale and effectiveness depend largely upon the leadership qualities of the principal.

The principal must coordinate school facilities and the teachers' abilities to provide opportunities suited to the needs of each pupil. He must know the community both to use its facilities and to serve it adequately. He must lead in interpreting the school to the parents.

Many communities require principals to have the master's degree with special study of the principal's work and some experience in teaching and school management. Conscientious school officials try to appoint only well-qualified principals, but too many places have yet to require high standards.

It is to the interests of all who are concerned for the success of schools to study the needs of the principalship and to help establish worthy standards for the position.

Things to find out

[1] How do certification requirements for principals in your state compare with those of other states? [E: Ch. 11; F]

[2] What procedures are followed in your locality for selecting principals from among the available applicants?

[3] What training, experience, and

THINK . . . PLAN . . . ACT . . .

[1] Certification standards often make no distinction in the qualifications required for classroom teachers, principals, and superintendents.

[2] Higher standards for principals are related to higher salaries; the public will pay for competence.

[3] In general, teachers colleges and schools of education offer very little specialized preparation for the principalship.

[4] Whether or not the principalship attains still higher professional status depends largely upon the study, planning, and effort present principals are willing to devote to the cause.

personal qualifications are considered important for successful work as a school principal? [A; E: Ch. 10]

[4] Do colleges and schools of education in your locality offer well-rounded programs to prepare prospective principals for their work? Are inservice training programs available? [E: Ch. 12-14]

[5] What methods are employed in your school system to evaluate the service of principals?

[6] What can your local and state associations do to secure the establishment of higher standards for the principalship?

Victory Action Program Goals

Things to do

[1] Have your local classroom teachers group work with the local principals' association to secure higher state certification and local standards for principals.

[2] Outline a plan for providing prospective principals with direct experience in handling the principal's tasks. Your principal might be able to conduct such work with classroom teachers. [A; C]

[3] Survey the classroom teachers in the local association to find those who give promise of being successful administrators. Encourage them to qualify for appointment as principals.

[4] Plan with the colleges for workshops where classroom teachers and principals can work cooperatively on school and community problems. [D]

[5] Make plans with the local principals' association to urge the colleges to introduce courses to meet the needs of principals both for preservice and inservice preparation. [B]

Selected references

[A] Bulletin of the National Association of Secondary-School Principals. "Duties and Responsibilities of High-School Principals and Assistant Principals." *Bulletin of the National Association of Secondary-School Principals* 30: 9-12; December 1946.

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[C] National Education Association, Department of Elementary School Principals. *And Proudly Serve, as a Principal*. Washington, D. C.: the Department, 1947. 16 p. Single copies free.

[D] National Education Association, Department of Elementary School Principals. *Community Living and the Elementary School*. Twenty-Fourth Yearbook. Washington, D.C.: the Department, 1945. 351 p. \$2.

[E] National Education Association, Department of Elementary School Principals. *The Elementary School Principalship Today and Tomorrow*. Twenty-Seventh Yearbook. Washington, D.C.: the Department, 1948. approx. 416 p. \$3.

[F] Woellner, Robert C., and Wood, M. Aurilla. *Requirements for Certification of Teachers and Administrators*. Twelfth Edition, 1947-48. Chicago: the University of Chicago Press, 1947. 102 p.

[G] See also current issues of the *National Elementary Principal* and the *Bulletin of the National Association of Secondary-School Principals*.

IX.

A COMPETENT SUPERINTENDENT IN EVERY SCHOOL SYSTEM

CLASSROOM TEACHERS and principals will try to do exceptional work under the inspiration and guidance of a superintendent who releases their best efforts and guides their energies toward effective accomplishment.

The superintendent should have at least the master's degree with special preparation in school administration. He must be chosen for his familiarity with the purposes of education, his understanding of instruction, his grasp of financial methods, his zeal for community betterment, and his ability to weld the schools into an harmonious whole. He should be able to interpret the work and financial needs of the schools to the board of education and the public, and to win support for accepted policies.

Today many communities, realizing the tremendous possibilities of the position, have set high standards and are helping their superintendents to meet the complexities of modern education.

Things to find out

[1] How do certification requirements for superintendents in your state and locality compare with those in other states? [G]

[2] How do certification requirements for superintendents in your state compare with those for teachers and principals? [G]

THINK . . . PLAN . . . ACT . . .

[1] State certification requirements for superintendents are in some states no higher than those for a beginning teacher.

[2] Many superintendents do not have any security of position.

[3] Superintendents who cooperate with the local professional association find it easier to build loyal and efficient staffs.

[4] A public-relations program, developed cooperatively by administrators and classroom teachers, usually is effective in securing public support for school programs.

[5] All school employes should work together for standards which will secure superintendents who have high professional ideals and preparation.

[3] What do educators consider good methods for selecting a superintendent of schools? [A; E]

[4] Are there adequate preparation programs for superintendents available in the teacher-training institutions in your state?

[5] What opportunities are readily available to your superintendent for continued professional improvement?

[6] What do educators consider as

Victory Action Program Goals

desirable training for the tasks of the superintendency? [C]

[7] What are the advantages and disadvantages of internships or apprenticeships in the preparation of superintendents? [C: 33-42]

Things to do

[1] Arrange for a cooperative study by classroom teachers, principals, and superintendents, of the training needed for the superintendency. [C]

[2] Urge your educational associations to work with schoolboards in adopting adequate methods for selecting superintendents when vacancies occur. [E]

[3] Study the problem of tenure for superintendents and urge the adoption of rules that will adequately protect both superintendent and community.

[4] Suggest a plan whereby educational groups can have suitable qualifications adopted for superintendents' certificates.

[5] Outline ways for close cooperation between classroom teachers, principals, and the superintendent in solving a specific local school problem.

[6] Organize committees in your association to present classroom teacher views to the superintendent and arrange ways to work with him on school problems.

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[D] Marshall, John E., editor. *Developing Leaders for Education*. New York: Walter D. Cocking, 470 Fourth Ave., 1947. 85 p.

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[F] Reusser, Walter C.; and Wochner, Raymond E. "Administrative Officers." *Review of Educational Research* 16: 311-15; October 1946. \$1.

[G] Woellner, Robert C., and Wood, M. Aurilla. *Requirements for Certification of Teachers and Administrators*. Twelfth Edition, 1947-48. Chicago: the University of Chicago Press, 1947. 102 p.

X.

**MORE EFFECTIVE STATE DEPARTMENTS
AND FEDERAL SERVICE**

THE STATE PROGRAM of education should be organized under a state board of education which appoints the chief state school officer.

A strong and effective state department of education should be staffed with specialists who are able to provide leadership in many phases of educational activity.

Similar leadership should come from a strong federal educational agency which should provide assistance to state and local systems in carrying out their programs, promote and conduct needed research, and coordinate federal educational services.

Both state and federal governments should supply substantial funds for public schools. These public funds should be distributed thru the federal Office of Education and the state departments of education.

Things to find out

[1] Are the salaries in your state department of education high enough to attract well-qualified leaders? [A: 206; B: 62-93; C: 635; G]

[2] How can a state department of education offer effective leadership? [A: 196-201; C]

[3] What services of the state department of education and of the US Office

THINK . . . PLAN . . . ACT . . .

[1] State department of education services should be democratically controlled and responsive to the attitude of professional educators throughout the state.

[2] A state department of education should seek to build strength and leadership in local school units.

[3] A state department of education should have direct contact with all phases of public education in the state.

[4] In the federal government's educational activities there is need for coordination and more consistent policies.

of Education would be useful in improving the local program? [C: 614]

[4] Have any federal educational projects been carried on in your state that were not handled thru the US Office of Education and the state department of education? [D: 28-31, 38-43]

[5] How can federal assistance to the states for education be provided without an undesirable measure of federal control? [A: 183-207; D: 31-38]

[6] What recommendations have been made for strengthening and improving the US Office of Education? [E: 52-64]

Victory Action Program Goals

Things to do

[1] Prepare a list of new services which might be provided by your state department of education or the US Office of Education.

[2] Investigate the degree to which federal government has taken over educational functions in your state. Decide how these activities could be carried on without undesirable federal control.

[3] Have your local association discuss the work of the state department of education and its relationship to the local school system.

[4] Make a study of the cooperative relationships between the state department of education and your state education association.

[5] Examine a number of publications of your state department of education and the US Office of Education to determine how they could be used more widely in the local school system.

Selected references

[A] American Association of School Administrators. *Paths to Better Schools*. Twenty-Third Yearbook. Washington, D.C.: the Association, a department of the National Education Association, 1945. 415 p. \$2.

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[G] National Education Association, Research Division and American Association of School Administrators. *Staffs and Salaries of State Departments of Education, 1943-44*. Educational Research Service Circular No. 4, 1945. Washington, D.C.: the Association, 1945. 44 p. [Planographed.] 50¢.

XI.

A PROFESSIONAL SALARY IN EVERY COMMUNITY

EVERY QUALIFIED and competent teacher should be paid according to a professional schedule of salaries.

The beginning salary should be high enough to make it possible for the young teacher to maintain himself in health and self-respect with a margin for professional growth and savings.

The maximum salary should enable the mature teacher to meet the normal expectations of American adult life—ownership of a home and maintenance of a family at a dignified level of living.

In planning the salary schedule there should be cooperative action by the local teachers association, the superintendent of schools, and the board of education.

The salary schedule should provide teachers with stimulus and recognition for continued professional growth. Schedules of the single-salary type serve the joint aims of encouraging growth and giving full recognition to all types of teaching.

Things to find out

[1] Does your association have copies of the basic reports of principles and procedures in salary scheduling obtainable from the National Education Association and from the state education association?

[2] What is the present salary policy in your school system—a definite salary

THINK . . . PLAN . . . ACT . . .

[1] Nearly one-third of the city school systems reporting on salaries to the NEA Research Division have no definite schedule of salaries.

[2] When laymen share in studying school salaries and in developing schedules, their recommendations are likely to be for more nearly professional salary levels than when teachers alone make the recommendations.

[3] At the price levels prevailing in February 1948 a salary of \$3000 was worth about \$1800 in prewar purchasing power.

[4] In many communities the initiative in securing upward revisions of salary schedules was taken by the local teachers associations.

[5] Salaries of teachers increased during the war years, but the average increase is less than the increase in living costs. Other occupational groups have fared better.

schedule, scrupulously observed; a salary schedule followed in part; no real policy? [A: 2-3; C: 3-5; F: 22]

[3] What has been the history of the local salary schedule and the average salaries actually received during the past ten years? [A: 19-20; B]

Victory Action Program Goals

[4] To what extent is the public informed as to school salary policies and the effect of those policies on the teaching personnel?

[5] What are the policies of the local association and the state association with respect to the establishment, maintenance, and improvement of minimum-salary standards in your state? [D]

Things to do

[1] Have your local association organize a salary committee with clearly defined but broad powers of action. [A: 3-4; B: 79; C: 6-9]

[2] Appraise the existing salary policy as to adequacy of amounts paid and as to the observance of desirable principles of salary scheduling. [A; C]

[3] Study the long-time relationships (at least the past ten years) between the local salary schedule and trends in comparable communities. [F; H]

[4] Study the relationships in recent years between local salaries and the trends in costs of living. [A; 19-20; B]

Selected references

[A] National Education Association, Department of Classroom Teachers and Research Division. *Salary Scheduling*. Discussion Pamphlet No. 8. Revised second edition. Washington, D. C.: the Association, 1947. 24 p. 15¢.

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[D] National Education Association, Committee on Tenure and Academic Freedom. *State Minimum-Salary Standards for Teachers, 1944*. Washington, D.C.: the Association, 1944. 75 p. 50¢. [Supplement, 1946. 70 p. (Mimeo.) 30¢. Supplement, 1947. 2 p. (Planographed) Single copies free.]

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[H] National Education Association, Research Division. *School Salary Schedules, Cities over 100,000, September 1947*. Washington, D.C.: the Association, 1947. 8 p. [Planographed.] Single copies free. Also *School Salary Schedules, School Systems in Cities 30,000 to 100,000 in Population, September 1947*. 16 p. Single copies free.

XII.

PROFESSIONAL SECURITY THRU TENURE LEGISLATION

TENURE LAWS are beneficial to the public as well as to the teachers. The public gains by the continued service of efficient teachers and by fair procedures for the dismissal of inefficient teachers. The profession should inform the public that tenure laws have these two major objectives.

Teachers should not obstruct the working of a tenure law when a teacher deserves dismissal. Administrators should not fear to recommend the dismissal of inefficient teachers. They should also act fearlessly in protecting the rights of efficient teachers. Classroom teachers should urge tenure coverage for administrators because they too need professional security.

All teachers and administrators should be given contracts. The written contract should state the salary and the terms of employment which may change from year to year regardless of continued service guaranteed by the tenure law.

Tenure laws and contracts of employment impose two-way obligations. Teachers should not expect conditions which operate only to their advantage; they should accept the responsibilities which go with these privileges.

Things to find out

[1] If there is a tenure law in your state, compare it with the tenure laws

THINK . . . PLAN . . . ACT . . .

[1] Altho the National Education Association has promoted the principles of tenure since 1887, only about half the public-school teachers in the country are now serving under tenure laws.

[2] One reason why tenure has not been accepted is that some schoolboards and administrators think such a law prevents the release of inefficient teachers. These persons should be shown how a tenure law really benefits the schools.

[3] Tenure teachers should continue to grow professionally, thereby proving that tenure protection does not stifle ambition for improvement.

[4] Procedures set forth in tenure laws should be followed exactly by schoolboards and by teachers. Many court cases are lost by failure to proceed according to law.

[5] A good tenure law on the statute books must be protected from damaging amendments or repeal.

in other states. [A; D]

[2] Does your tenure law cover administrators as well as all of the classroom teachers in your state? [A; D]

[3] Have the courts been liberal or strict in interpreting the provisions of your tenure law? [B]

Victory Action Program Goals

[4] What kind of hearing is given by your schoolboard when it takes steps to dismiss a teacher? [C]

[5] If you have no tenure law in your state, is it because of lack of interest among the profession? [F]

[6] Does your state have a mandatory contract form? Does the local contract form conform to state standards? [E]

Things to do

[1] Study your own contract and the state tenure law so as to list the responsibilities of the schoolboard and the teacher under each.

[2] Have your local association analyze the court decisions rendered under the tenure law and outline the steps that might have prevented the necessity of court action.

[3] Attend the hearings held on the dismissal of teachers in your school system, if the hearings are public, and seek to discover whether or not the hearings are fair and adequate.

[4] If you do not have a tenure law in your state, draft such a bill on the basis of the laws in other states. Urge your state association to begin a campaign to acquaint the profession and laymen with the desirability of its enactment.

[5] Explore the attitude of schoolboard members and superintendents with respect to tenure, and outline plans for meeting their objections.

[6] Examine the work of your state

and national committees on tenure. Suggest to association officers desirable new procedures.

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XIII.

RETIREMENT INCOME FOR OLD AGE AND DISABILITY

EVERY TEACHER should be able to look forward to a reasonably adequate retirement allowance. In past years the goal of the profession has been the creation of a retirement system in every state. Today that goal has been reached, but there is still necessary and important work ahead.

Some of the existing retirement plans are unsound, establish uncertain benefits, or provide inadequate allowances. Now the general goal is to improve existing systems.

A teacher who moves from one state to another may decrease or lose all retirement benefits. Reciprocity among the states is a new goal.

Teachers in service, hard pressed by higher living costs, may be tempted to advocate the liberalization of retirement benefits. Some retirement benefits should be higher, but unwise moves may result in regrets in years to come. Liberalization costs money and the question first should always be: "How can we pay for it?"

Things to find out

[1] Which of the state teacher retirement systems offer the most attractive allowances for superannuated or disabled teachers? [C: 43-44]

[2] How are these attractive allowances financed? What does it cost the members? How much does the state or

THINK . . . PLAN . . . ACT . . .

[1] A good retirement system will attract young people to the profession and keep competent teachers in their jobs until they must retire for disability or old age.

[2] Every teacher should seek to get and keep a retirement system which meets recognized standards.

[3] The improvement of existing state retirement systems is an obligation resting primarily upon state education associations.

[4] Many teachers are convinced that the compulsory application of federal social security to local and state employees would impair or even destroy existing teacher retirement systems. Testimony given at federal hearings tends to confirm this fear.

local district contribute annually? [C: 41; E: 12-16; D: 16-21]

[3] Do the benefits and costs in your own system compare favorably with those of other systems? [C: 41, 43-44; E: 12-16, 25-42; D: 16-21, 29-56]

[4] Would the teachers be willing to pay the cost of increasing the allowances in your state? [B]

[5] Does your system allow credit to members for service in another state? If

Victory Action Program Goals

one of your members should go to another state to teach, would he lose all rights under your system? [E: 21-23; D: 27-28, 49-52]

[6] How well informed are the teachers in your association regarding the requirements and options under the retirement law? [D; E]

Things to do

[1] Have the local association discuss the provisions of your retirement law as compared with the laws of other states. [E; D]

[2] Ask the retirement secretary or a representative from the retirement board to inform your local group about the retirement system, its provisions, strengths, and weaknesses. [E]

[3] Keep a record of suggestions for changing the existing provisions of your law, and study each proposal with a view to its long-range effect upon the retirement system. Discuss proposed changes with the retirement board.

[4] Work with the members of the retirement board and lay groups to develop needed improvements in your retirement law. Help to get the members and the public behind a campaign to amend the law in the most constructive way possible. Work equally hard against proposals for unwise amendments. [B]

[5] Cooperate with the retirement secretary in a plan to keep all teachers

informed regarding their retirement rights and obligations.

[6] Arrange for conferences between the retirement board and officers of your educational associations to discuss the problems of the retirement system.

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XIV.

CUMULATIVE SABBATICAL AND SICK LEAVE

THE PROFESSIONAL and human problems of the educational staff are not adequately recognized unless provision is made for sabbatical and sick leave.

Sabbatical leave with pay should be arranged by boards of education to provide teachers with periods for rest, study, travel, other professional improvement.

Leave for personal illness should be approved with full pay for a specified number of days per year.

The board of education should establish regulations regarding additional leave for family and civic reasons.

At the time of separation, an additional payment at the rate of at least one-half the final salary should be made for accumulated leave, or retirement should be advanced to the extent of such accumulated days.

Things to find out

[1] What practices do school systems have in your area with regard to leave approved for various reasons? [C; G]

[2] To what extent have school systems adopted cumulative sabbatical- and sick-leave plans for teachers? [D; F: 93-94, 99-103]

[3] Have your local and state associations adopted any recommended leave plans for boards of education to consider? [C: 19-21]

[4] To what extent are sabbatical- and

THINK . . . PLAN . . . ACT . . .

[1] Teachers, on the average, are necessarily absent for personal illness for five to ten days per year.

[2] Leave plans improve the health of both teachers and pupils.

[3] Leave for study and other professional improvement results in gains for both teachers and the school system.

[4] Plans for leave should include cumulative provisions, allowing unused days to accumulate to at least thirty days, thereby providing for possible periods of extended illness.

[5] One hundred twenty-six exchanges, requiring leave for 252 British and American teachers, were arranged by the US Office of Education for the school year 1947-48.

sick-leave plans established in districts comparable to your own, in the state, in the nation? [A: 284-87]

[5] What are the essential features of typical leave plans which have been adopted and operated by boards of education? By state and federal government? By business and industry? [C: 15-21]

[6] To what extent is maternity leave approved by schools? [C: 6-8]

[7] What is the trend in the adoption of teacher-leave plans? [F: 103]

Victory Action Program Goals

Things to do

[1] Present a report to the local association indicating essential features of leave plans that are operating successfully in neighboring school districts.

[2] Make a study of the amount of illness and absence among teachers, and the probable cost of operating a satisfactory leave plan in the local school system.

[3] Prepare a statement of policy on leaves of absence for discussion at local education association meetings.

[4] Arrange for a discussion of *Teacher Leaves of Absence*, as suggested by Discussion Pamphlet No. 7, November 1945, NEA. [C]

[5] Consult the legal adviser in the state department of education regarding laws, court decisions, and opinions of the attorney-general on the regulation of sick leave for teachers.

[6] Determine the provisions relating to teacher leaves of absence that should be enacted by the legislature.

[7] Where leave plans exist enlist your educational groups in eliminating abuses or problems.

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XV.

REASONABLE TEACHING LOAD

THE NEA PLATFORM urges that every child should have the opportunity for fullest development in mental, moral, social, and physical health, and in the attitudes, knowledge, habits, and skills that are essential to individual happiness and effective citizenship in a democracy.

Such opportunity is denied to pupils in overcrowded classes. The Platform recommends that class enrolments should not exceed thirty.

The need is not only for smaller classes, but for diversified staffs on which the classroom teacher can call for assistance—librarians, curriculum specialists, nurses, medical staff, visiting teachers, psychologists, and secretarial staff.

Extracurriculum activities, which are rightfully regarded as a valuable part of the curriculum of the child in school, become a burden to teachers rather than a teaching opportunity when superimposed on a full schedule of teaching.

Things to find out

[1] Are there functions now performed by the schools thru the teachers that should be eliminated entirely?

[2] Would teachers have a feeling of pressure if they had assistance to care for new duties and their usual assignments?

[3] What policies and practices are used by the local board of education in providing supplementary assistance to teachers?

THINK . . . PLAN . . . ACT . . .

[1] Studies show that teachers have found large classes the most frequent impediment to good teaching.

[2] Unnecessary interruption of classroom procedures also ranks high as a cause of discouragement and frustration among teachers.

[3] The sense of strain and overwork resulting from heavy teaching assignments is one cause for the current shortage of teachers.

[4] In large cities the median size of class is 32.9 pupils in elementary schools, 31.8 pupils in junior high schools, and 29.0 pupils in senior high schools.

[5] Few local associations have studied problems of class size and teaching load. An opportunity for service to the profession will be found in this area.

[4] Are uniform policies used thruout your school system to provide an equitable distribution of extra duties?

[5] What are the relative merits of [a] including "extra" duties as a part of classroom teaching and adjusting the class load accordingly, and [b] adding "extra" duties to a full schedule of classroom teaching and providing hourly pay?

Victory Action Program Goals

Things to do

[1] Study state law and schoolboard regulations governing class size and number of pupils recognized as a teaching unit. [C]

[2] Study local trends in pupil-teacher ratios and distribution of classes of various sizes in different types of schools for the past five years. [C]

[3] Collect information thru personal interviews on methods used by principals in equalizing teaching load. [A]

[4] What would it cost in your school system to provide one nurse for every 1500 pupils; one clerk for every 500 pupils; one building employe for every 200 pupils? [D: 54, 57]

[5] What would it cost to reduce the average size of class in your school system to twenty-five pupils? [D: 53-54]

[6] Make a study of factors contributing to teaching load in the local school system, utilizing an opinion survey among teachers. [F: 265-70]

[7] Review existing local policies as to use of supplementary personnel so that they may be of maximum assistance to teachers, and so that efforts of all may be integrated to provide the best service to individual children.

[8] Make studies of class interruptions so as to outline plans to eliminate these impediments to good teaching. [F]

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XVI.

INFORMED LAY SUPPORT

No SCHOOL should stand apart from its community as something mysterious and unknown. All citizens should know what the school is doing and be convinced that its program is good.

To secure lay support for public schools requires the cooperation of all workers in education. They should establish friendly relations with pupils and parents, inform adults of the school's program, find out what the citizens of the community want done, and work with them to accomplish the aims of education.

Most of the work of informing the public is done in each locality, but state and national educational associations have important public-relations functions.

An informed public should know what local, state, and federal governments can and should do to strengthen education. Every community must be concerned that the schools thruout the state and the nation are able to carry out the best possible program for all American citizens.

Things to find out

[1] Do people in your district and state know about the teacher shortage? The need for building or repairing schools? Recent changes in the curriculum? Newer methods of teaching?

[2] Do the members of your local association make systematic efforts to

THINK . . . PLAN . . . ACT . . .

[1] All people have some interest in public schools because they have been to school, have children in school, or pay taxes for school support.

[2] Satisfied, happy, and well-taught children are excellent school publicity.

[3] A good school program may be wrecked by lack of public understanding.

[4] Teacher participation in community activities should be a part of the program to build informed, active lay support for schools.

keep in touch with community needs? [A: 287-91]

[3] Are all teachers in your district able to answer questions about the schools with regard to objectives, accomplishments, needs, and difficulties? [D; E: 51-73; F: 51-53]

[4] What groups of citizens in your community are working actively for and with the schools? What school groups are working with them?

[5] Do any groups in your community work actively against the public schools? What does the local association do to combat their efforts? [G: 51-64]

[6] Do friendly relations exist between

Victory Action Program Goals

the schools and the local press and radio stations? [E: 130-64]

[7] What is the public relations program of your state education association? How does your local cooperate? [G]

Things to do

[1] Analyze local newspaper items about the local schools. On the basis of the analysis, help your association plan a broad program of public relations. [B; C; G]

[2] Plan with the colleges to conduct workshops on problems of informing the public about education and winning support for adequate school programs.

[3] Make a card index of the members of your association who could be helpful in a public relations program because of such abilities as writing, speaking, conference direction, making posters, or participation in civic groups. Use as many persons as possible in current public relations activities.

[4] Survey the teaching staff to discover those who because of contacts with lay leaders in all fields could be asked to keep people informed about the schools.

[5] Work with parent-teacher associations and other groups in developing ways for cooperation and understanding.

[6] Use interviews to discover whether or not the local public relations program appeals to the man in the street.

[7] Organize a local committee to participate in American Education Week

and other programs of your state and national associations.

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XVII.

**STRONG LOCAL UNITS AND BETTER
SCHOOLBOARDS**

THE ADMINISTRATIVE UNIT should be large enough to provide an adequate program of elementary and secondary education, to facilitate efficient and economical administration of school services, and to promote equalization of school costs.

Regardless of the size of the administrative unit, good schools will not be possible unless the board of education has both courage and social vision. The members of the local board should be upright, capable, and devoted citizens who understand their chief role as policy-making. They employ administrators and classroom teachers with the preparation and ability necessary to handle the technical phases of education.

State policies for education are usually determined by a state board of education. It also should be made up of citizens of high character and purpose.

Things to find out

[1] Is your school district large enough to permit the selection of competent schoolboard members? [G: 51-60]

[2] Does the method of selecting state and local schoolboard members ensure that they will be truly representative people and of high caliber? [C: 26-32; G: 56-60]

[3] Are your state and local schoolboards revealed as superior, average, or

THINK . . . PLAN . . . ACT . . .

[1] Partisan politics should not govern the selection of local or state boards of education.

[2] The number of schoolboard members in the nation is approximately one-half the number of teachers.

[3] About 78,000 school districts, or 71 percent of all, do not operate high schools. Others have high schools that are too small to offer a satisfactory program.

[4] Schoolboards are chosen, usually by popular election, to represent all the people. They owe no allegiance in school matters to any social, political, economic, or any other special interest group.

poor when examined in the light of preferred practices? [G: 53, 60, 68-71]

[4] How many children is it practicable for a school administrative unit to serve? [A: 246-54]

[5] What studies have been made of the reorganization of school districts in your county and state? [B: 111-24]

[6] Could the county, or a similar large area, be made the local school administrative unit under the present laws of your state? [D: 157-82]

Victory Action Program Goals

Things to do

[1] Have the local association discuss with school administrators the possible improvements in school transportation, tuition charges, and other school services which would result from the enlargement of school districts.

[2] Thru a study of population trends, building developments, industries, trading centers, and community services in your county determine the best locations for permanent school centers.

[3] Urge the state education association to develop a state plan for district reorganization whereby every child will have better school opportunity.

[4] Analyze the relationships that exist between educational associations and boards of education. Suggest possible new ways for cooperative action.

[5] If an examination of state or local schoolboards in your state reveals important weaknesses, urge the adoption of corrective legislation.

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XVIII.

**ADEQUATE EDUCATIONAL OPPORTUNITY
FOR EVERY CHILD**

REGARDLESS OF RACE, creed, or economic status of the family, every child should have school opportunities suited to his needs and abilities.

Good curriculums, safe buildings, and sufficient instructional materials are essential to a modern public-school program.

A staff of highly competent and well-prepared teachers, professionally interested in understanding and serving youth, should be provided thruout the educational program.

Effective democratic educational administration is necessary in all schools to assure adequate educational opportunity for every child.

Additional state, local, and federal funds are needed to provide adequate educational opportunities for all children.

Things to find out

[1] Has your state defined a public-school foundation program in terms of specific annual costs of education recognized as the basic amount that must be provided for children in the state? [E: 43-48; F: 94]

[2] Are children deprived of schooling because of inadequate transportation? [G: 29-42]

[3] What percent of the children of

THINK . . . PLAN . . . ACT . . .

[1] In thirteen states (Alabama, Arkansas, Indiana, Kansas, Kentucky, Mississippi, New Mexico, Oregon, South Carolina, Tennessee, Texas, Washington, and Wyoming) the average number of days of school attendance by each pupil was less than 145 days in 1944-45.

[2] In each of seven states (Illinois, Iowa, Kansas, Minnesota, Missouri, Nebraska, and Wisconsin) more than 4400 one-teacher schools were operating during 1944-45.

[3] Only four states allocate state funds to local school units for the education of public-school students in the thirteenth and fourteenth grades, and only eight states allocate funds to schools for kindergarten and nursery children.

[4] The 1940 census figures indicated that only 24.1% of those over 25 had completed high school.

school age are enrolled in the schools of your community? Of your state? [H]

[4] Are pupils in actual attendance at school for as much as 180 days each year?

[5] Do the local schools give basic experiences that will help children to make occupational choices? [B: 147-76]

Victory Action Program Goals

[6] Is educational opportunity limited in your state because of discriminations for race, creed, color, or economic status? [A: 235-59; G: 54-58]

Things to do

[1] Encourage your local and state education associations to establish committees with responsibilities for improving educational opportunities.

[2] Investigate students who have dropped out of school and obtain scholarships for able students.

[3] Guide students into curriculums that will retain their interest in education.

[4] Recommend improvements in the local and state school finance systems that will increase educational opportunities.

[5] Encourage the consolidation of school districts so that students may have better opportunities.

[6] Make a study of high-school graduates to determine what they do after graduation. Recommend needed changes in school programs.

[7] Make an educational plan for those children in the local school district who are not attending school.

[8] Review the local school program in relation to child interests, vocational opportunities, and the plans of parents.

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XIX.

EQUALIZATION OF OPPORTUNITY THRU STATE AND FEDERAL AID

FUNDS for public education must be obtained from the sources of wealth and income in the total population. Taxation for education must be adjusted continuously to economic changes in the sources from which income is derived.

The average expenditure per classroom in any state should be no less than 20% below the median for all classrooms in the nation.

The average expenditure per classroom in any school administrative unit should be no less than 20% below the median for all classrooms of the state.

In total, the cost of public education in the nation should be provided by federal, state, and local governments approximately in the proportions represented by 10%, 60%, and 30%, respectively.

At least one-half of state and federal funds for education should be distributed on the basis of equalization principles.

Things to find out

[1] Is at least 60% of the total cost of education in the state contributed from state sources? [E: 95; F: 128]

[2] Does your state allot funds to local school units on the basis of equalization principles? [E: 95]

[3] How well does your state measure up in the acceptance of recommended school finance goals? [G]

THINK . . . PLAN . . . ACT . . .

[1] The average current expenditure per pupil ranged from \$44.80 for Mississippi to \$198.33 for New Jersey for the school year 1944-45.

[2] In 1945 per capita income varied from \$570 in Mississippi to \$1588 in New York.

[3] In seven states (Alabama, Arkansas, Georgia, Mississippi, North Carolina, South Carolina, and Tennessee) the amount expended for current operation of schools was less than \$70 per pupil for the school year 1944-45.

[4] Three billion dollars additional is needed annually to provide a reasonable minimum opportunity for all elementary- and secondary-school children.

[4] Does the median annual amount paid to teachers in your state exceed the average paid to all gainfully employed workers in the state? [C: 17; D: 129; H]

[5] Determine what steps have been taken by your state education association to develop support for federal aid. [E: 97, 110]

[6] Under what conditions should federal funds be given to the individual states to support public education? [B: 23-47]

Victory Action Program Goals

Things to do

[1] Help to inform the members of your local association on legislation for federal aid to public education.

[2] Develop ways to support the school finance program approved by your state department of education or by your state education association.

[3] Support movements for the improvement of the general property tax. Make a study of assessments and administrative procedures.

[4] Support a state program for obtaining more state revenues from business and personal income taxes.

[5] Prepare a statement of recommended changes which should be made in the state-aid plan operating in your state. Present the proposals to the local education association for discussion.

[6] Explore the sources of revenue in your local school district and suggest new sources.

[7] Compare the plan for allotting state aid in your state with plans used in other states. Propose improvements.

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XX.

**SAFE AND HEALTHFUL COMMUNITIES
FOR EVERY CHILD**

FROM DATA now available, it appears that health definitely was improved in the period between World Wars I and II, altho medical rejections in the second war were still so numerous as to justify national concern.

Thru physical examinations the schools are discovering many causes of poor health among tomorrow's adults. Their prompt identification for medical treatment is a concern of all school personnel.

In view of the large annual accident toll of nearly 100,000 lives and 10,000,000 injuries to persons in the United States, the schools have accepted the responsibility for safety instruction, and providing a safe environment. The problem now for schools is how can the job best be undertaken.

Things to find out

[1] Does your school provide instruction in health, safety, physical fitness, athletic and recreational activities? [B: 59-132; G: 206-95]

[2] How many teachers receive in-service preparation for health and safety teaching? [B: 269-71; E: 50-52]

[3] Is there a definite program of safety instruction designed to help children and youth meet the hazards which face them in their daily living in and out of school? [F]

[4] Does the school provide for

THINK . . . PLAN . . . ACT . . .

[1] Many inductees into the military forces had physical defects which, tho noted earlier in school examinations, had not been corrected.

[2] The correction of individual defects and the elimination of local hazards call for community cooperation by all agencies.

[3] Accidents claim the lives of more children than any other single cause.

[4] Drivers sixteen to twenty years of age have a traffic accident record worse than that of any other age group.

[5] In order that our children may lead safe and healthful lives many more teachers are needed who have had specialized preparation to teach health and safety.

health and dental examinations, immunization against communicable diseases, and testing programs for vision and hearing? [B: 27-58; D: 19-32]

[5] Does the school system invite parents and other citizens to help solve community health and safety problems? [B: 297-319; F: 21-23]

[6] Does the school system employ nurses and use community survey technics to discover local health needs?

Victory Action Program Goals

[7] Who regularly inspects the school plant to insure a safe, sanitary, and healthful school? [B: 227-49]

Things to do

[1] Determine where the school's instructional program may be strengthened with respect to health and safety needs [B; G; F]

[2] Promote school-community action in giving periodic health examinations to children. [A]

[3] Investigate the circumstances of all accidents involving school children to determine needed instructional procedures in safety.

[4] Demonstrate to the community the methods used by the schools to keep children safe and healthy.

[5] Enlist the cooperation of parents in creating safer and more healthful home and play environment.

[6] Work with public and private community agencies for strong health and safety programs. [D; E]

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XXI.

AN EFFECTIVE UNESCO

WITH the convocation of the General Conference of Unesco in Paris in November 1946 a positive step was taken to enlist the services of education in the cause of world peace. Mustering the forces of education, science, and the creative arts, and enlisting such agencies as the press, radio, and motion picture, Unesco has begun to promote "free trade in ideas" among the peoples of all lands.

As an instrument for building a genuine people's peace Unesco offers an unparalleled opportunity. But Unesco is only an instrument. It will not, and cannot, do the job alone. Every teacher everywhere, and every professional organization of teachers, must know Unesco's aims and program and must help to translate them into the reality of genuine world goodwill. In this endeavor we dare not fail, for it is rather clear that we shall have no second chance. [See Part V of this HANDBOOK.]

Things to find out

[1] What is the basic, underlying purpose of Unesco? [E: 12; F: 69]

[2] How was Unesco established? [F] When and where was the second General Conference of Unesco? [B]

[3] What is the relation between Unesco and the National Commission for Unesco? [F; G: 12-14]

[4] In what way can the WOTP affect

THINK . . . PLAN . . . ACT . . .

[1] Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed. [Unesco *Preamble*]

[2] The responsibility of teachers to promote international cooperation thru education has been increased, not lightened, by the creation of Unesco.

[3] Teachers professional associations—local, state, national, and international—will need to support and assist Unesco and perhaps, on occasion, to urge it to more vigorous action.

[4] Before teachers can successfully guide their pupils in world citizenship they must obtain the teaching materials and secure the professional training essential to that task.

[5] "If peace is to endure, education must establish the moral unity of mankind." [President Truman]

the accomplishments of Unesco? [D; E: 44-46]

[5] How should the individual teacher modify his procedures because of Unesco? [F: 86-92]

[6] What is the Executive Board of Unesco? How is it created? What are its duties? [E: 28-35; G: 2-3]

[7] What are the major items in the

Victory Action Program Goals

immediate program of Unesco? [F: 91-92]

[8] What countries have ratified Unesco? [G] How may other nations become Unesco members? [E: 20]

Things to do

[1] Make sure that your local association has an effective committee on international relations.

[2] Promptly inform the state association and NEA headquarters of the name of the chairman of your local committee and type of the committee's program.

[3] Suggest that your advisory member of the NEA Committee on International Relations write to NEA headquarters for any free materials currently available to advisory members.

[4] Form a local study group on Unesco. Explore [a] its integral relationships with the United Nations; [b] the organization and functions of the National Commission for Unesco; and [c] the implications for Unesco in WOTP, the World Organization of the Teaching Profession.

[5] Arrange programs during the year to inform both your local and state associations about the problems and program of Unesco.

[6] Establish a bookshelf on Unesco, the United Nations, and other phases of international relations in your professional library. Use local publications and bulletin boards to direct attention to these materials.

[7] Explore what your schools can do to improve intergroup relationships and understanding.

[8] Consider the possibility of a teacher exchange by some member of your association. [For information write to: United States Office of Education, Division of International Relations, Washington, D.C.]

Selected references

[A] Carr, William G. "Report from Paris." *Journal of the National Education Association* 36: 93; February 1947.

[B] Carr, William G. "Unesco Priorities for 1948." *Journal of the National Education Association* 37: 45-46; January 1948.

[C] Eisenhower, Milton S. "Unesco: the First Year." *National Parent-Teacher* 42: 26-28; November 1947.

[D] Journal of the National Education Association. "WOTP's First Year." *Journal of the National Education Association* 37: 88; February 1948.

[E] Rotary International. *In the Minds of Men*. Chicago: Rotary International, 1946. 61 p.

[F] School Executive. "Unesco and Education in the World Today" [a series of articles, selected references, and suggestions for study]. *School Executive* 66: 51-94; October 1946.

[G] United States National Commission for Unesco. *Unesco and You*. Department of State Publication 2904. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1947. 42 p.

NEA GROWTH AND GOALS 1934-1951

MEMBERS

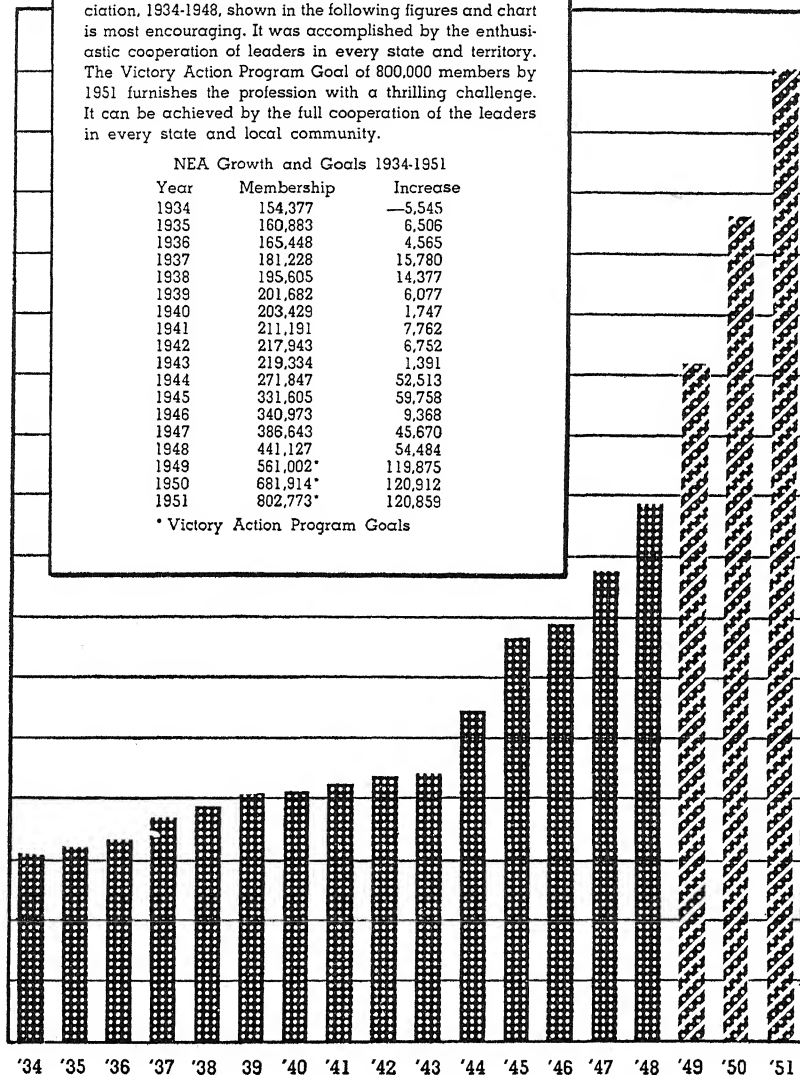
The membership growth of the National Education Association, 1934-1948, shown in the following figures and chart is most encouraging. It was accomplished by the enthusiastic cooperation of leaders in every state and territory. The Victory Action Program Goal of 800,000 members by 1951 furnishes the profession with a thrilling challenge. It can be achieved by the full cooperation of the leaders in every state and local community.

NEA Growth and Goals 1934-1951

Year	Membership	Increase
1934	154,377	—5,545
1935	160,883	6,506
1936	165,448	4,565
1937	181,228	15,780
1938	195,605	14,377
1939	201,682	6,077
1940	203,429	1,747
1941	211,191	7,762
1942	217,943	6,752
1943	219,334	1,391
1944	271,847	52,513
1945	331,605	59,758
1946	340,973	9,368
1947	386,643	45,670
1948	441,127	54,484
1949	561,002*	119,875
1950	681,914*	120,912
1951	802,773*	120,859

* Victory Action Program Goals

800,000
750,000
700,000
650,000
600,000
550,000
500,000
450,000
400,000
350,000
300,000
250,000
200,000
150,000
100,000
50,000
YEAR



Victory Action Program

NEA-STATE ASSOCIATION MEMBERSHIP ACHIEVEMENT 1948

[See table on opposite page]

GAINS MADE under the first year of the Victory Action Program show that unification can be achieved within the five-year period if proper leadership is trained and developed. NEA membership increased from 340,973 on May 31, 1946 to 441,127 on May 31, 1948—a gain of 100,154. Thirty-eight states, the District of Columbia, Alaska, and Hawaii have achieved two or more stars as shown in the table on the next page. Nine states, Alaska, and Hawaii have already achieved their 1951 Victory Honor Roll goals.

Each star given a state in this table indicates that the state has gained approximately one-fifth the difference between NEA and state association membership as of 1946 when the Victory Action Program was begun; or each state receives a star for the 60% NEA membership of state association membership plus additional stars for each added 10%—whichever of the two plans is the most favorable to the state. The assignment of stars is based on the Victory Program table given on page 79 of the 1947 NEA Handbook. Where necessary an adjustment factor of 20% has been allowed in assigning stars to take into account that there are still many tempo-

rary and substandard teachers in the schools. Membership in college chapters of Future Teachers of America has also been taken into consideration.

Each of the following states made an NEA membership gain of 1000 or more during 1947-48 as shown by the figures given: California, 5087; Tennessee, 3884; West Virginia, 2916; Michigan, 2873; Indiana, 2847; Ohio, 2815; Texas, 2799; Missouri, 2661; Idaho, 2614; Arkansas, 1902; Maryland, 1765; Alabama, 1640; New Jersey, 1632; Virginia, 1553; Iowa, 1370; Pennsylvania, 1354; South Carolina, 1302; Oklahoma, 1218; Illinois, 1124; Kansas, 1082; Massachusetts, 1026. *The great gains come with the adoption of unified dues.* All but two of the states have now adopted the Unified Dues Plan either in principle or outright.

During the difficult years ahead the public will tend to value our efforts as teachers according to the standards we set for ourselves. Our professional associations have a major role to play in American life. We cannot afford not to go forward. All our dreams of a better day will be in vain if we do not build stronger the institutions that are nearest us.

Try to add something to the stature of all around you.

NEA-STATE MEMBERSHIP ACHIEVEMENT 1948

States, and other areas	Estimated number of teachers 1947-48	Membership in National Education Association			Rank of Col. 5	Membership in Affiliated State Associations		Percent NEA membership is of state membership 1948	Rank of Col. 9
		May 31, 1947	May 31, 1948	Percent of teachers members 1948		May 31, 1947	May 31, 1948		
1	2	3	4	5	6	7	8	9	10
Total.....	912,334	386,643	441,127	48	15	781,379	802,773	55	8
★ ★ ★ ★ Alabama.....	20,600	12,351	13,991	68	15	13,967	14,533	96	8
★ ★ ★ ★ Arizona.....	4,300	3,178	3,769	88	7	3,765	3,751	100	5
★ ★ ★ ★ Arkansas.....	12,700	7,325	9,227	73	13	10,111	10,409	89	13
★ ★ California.....	54,386	24,862	29,949	55	23	41,868	46,454	64	22
★ ★ Colorado.....	9,000	4,298	4,647	52	28	9,234	9,822	48	30
★ Connecticut.....	10,497	4,198	4,459	42	33	10,156	9,285	48	32
★ Delaware.....	1,760	969	981	56	22	1,560	1,595	62	23
★ Florida.....	15,800	4,098	5,050	32	42	11,700	12,275	41	39
★ Georgia.....	23,000	11,154	11,894	52	27	16,573	16,492	72	18
★ ★ ★ Idaho.....	4,492	5,614	4,228	94	5	3,766	4,178	101	4
★ ★ Illinois.....	44,800	22,755	23,879	53	25	41,500	40,000*	60	26
★ ★ Indiana.....	23,500	14,457	17,304	74	12	24,331	24,856	70	20
★ Iowa.....	22,600	6,921	9,291	37	38	20,419	21,325	39	41
★ ★ Kansas.....	16,450	10,342	11,424	69	14	16,250	16,203	70	19
★ Kentucky.....	18,200	10,970	10,545	58	21	17,447	17,637	60	25
★ Louisiana.....	15,200	4,998	5,354	35	39	10,495	10,900	49	31
★ Maine.....	5,950	2,636	3,085	62	26	6,097	6,480*	48	34
★ ★ ★ Maryland.....	10,048	4,456	6,221	62	20	5,545	6,458	48	7
★ Massachusetts.....	23,980	5,428	6,454	27	48	20,000*	20,000*	32	49
★ Michigan.....	34,500	7,726	10,599	31	44	29,599	30,478	35	45
★ Minnesota.....	20,000	4,856	5,501	28	47	13,527	15,341	36	44
★ Mississippi.....	16,000	3,916	3,978	25	49	9,102	9,000	44	38
★ ★ ★ Missouri.....	23,400	8,190	10,851	46	31	23,070	23,769	46	37
★ ★ ★ Montana.....	4,600	3,287	3,630	79	10	3,525	3,875	94	11
★ ★ ★ Nebraska.....	12,500	3,726	3,863	31	43	11,497	11,816	32	48
★ ★ ★ Nevada.....	1,060	1,758	1,029	87	4	788	1,046	98	6
★ ★ New Hampshire.....	2,925	1,145	1,228	42	35	3,003	3,084	40	40
★ ★ New Jersey.....	26,090	10,641	12,273	47	30	25,800	26,270	47	46
★ ★ New Mexico.....	4,626	2,265	2,953	64	18	5,098	5,009	59	27
★ ★ N. Y. Upstate.....	45,000	14,552	15,744	35	40	42,976	43,431	36	43
★ ★ North Carolina.....	25,000	10,970	10,234	41	36	18,501	18,000*	57	28
★ ★ North Dakota.....	6,540	2,772	2,781	43	32	5,700	5,800	48	33
★ Ohio.....	42,000	24,474	27,289	65	16	39,890	41,075	66	21
★ ★ Oklahoma.....	19,000	4,581	5,799	31	45	16,273	15,895	36	42
★ ★ Oregon.....	9,504	6,735	7,341	77	11	6,650	6,865	107	2
★ ★ Pennsylvania.....	59,000	36,677	38,031	64	17	53,360	52,577*	72	17
★ Rhode Island.....	4,000	4,274	283	7	51	3,981	4,010	7	51
★ ★ South Carolina.....	15,700	4,479	5,451	35	41	8,156	9,030	60	24
★ ★ South Dakota.....	7,200	1,279	1,451	20	50	6,949	7,134	20	50
★ ★ Tennessee.....	20,350	12,343	16,227	80	9	18,400	19,312	84	14
★ ★ Texas.....	46,000	10,898	13,697	30	46	38,858	40,572	34	46
★ ★ Utah.....	4,950	4,757	5,035	102	2	5,215	5,345	94	10
★ ★ Vermont.....	2,800	911	1,178	42	34	2,500	2,480	48	35
★ ★ Virginia.....	19,600	10,584	12,137	62	19	15,271	15,945*	76	16
★ ★ ★ Washington.....	14,536	11,824	12,405	85	8	12,279	13,100*	95	9
★ ★ ★ West Virginia.....	15,300	10,620	13,536	88	6	13,112	14,505	93	12
★ ★ Wisconsin.....	20,200	6,770	7,420	37	37	21,925	22,125	34	47
★ Wyoming.....	2,620	1,057	1,293	49	29	2,182	2,301*	56	29
Other areas									
★ ★ ★ Alaska.....	345	321	397	115	1	299	275	144	1
★ ★ Dist. of Col.....	3,489	1,887	1,860	53	24	2,484	2,301	81	15
★ ★ Hawaii.....	3,300	3,127	3,217	97	3	3,101	3,174	101	3
★ ★ N. Y. City.....	33,936	1,133	921	3	53	26,400*	27,150*	3	53
Puerto Rico.....	9,000	138	415	5	52	7,563	8,300	5	52
Other poss.....		12	16						
Foreign.....		478	312						

* Estimated by officials of state education associations. * Estimated on the basis of 80 percent of teachers.

RANK OF STATES IN NEA MEMBERSHIP

Percent NEA Membership Is of State Association Membership

Membership in Affiliated State Associations May 31, 1948		Number of NEA Members May 31, 1948		Percent NEA Membership Is of State Membership	
1		2		3	
Total.....		802,773		440,799 ^b	
1. Pennsylvania	52,577*	1. Pennsylvania	38,031	1. Alaska	144
2. California	46,454	2. California	29,949	2. Oregon	107
3. New York (Upstate) . .	43,431	3. Ohio	27,289	3. Hawaii	101
4. Ohio	41,075	4. Illinois	23,879	4. Idaho	101
5. Texas	40,572	5. Indiana	17,304	5. Arizona	100
6. Illinois	40,000*	6. Tennessee	16,227	6. Nevada	98
7. Michigan	30,478	7. New York (Upstate) . .	15,744	7. Maryland	96
8. New York City	27,150*	8. Alabama	13,991	8. Alabama	96
9. New Jersey	26,270	9. Texas	13,697	9. Washington	95
10. Indiana	24,856	10. West Virginia	13,536	10. Utah	94
11. Missouri	23,769	11. Washington	12,405	11. Montana	94
12. Wisconsin	22,125	12. New Jersey	12,273	12. West Virginia	93
13. Iowa	21,325	13. Virginia	12,137	13. Arkansas	89
14. Massachusetts	20,000*	14. Georgia	11,894	14. Tennessee	84
15. Tennessee	19,312	15. Kansas	11,424	15. Dist. of Col. . . .	81
16. North Carolina	18,000*	16. Missouri	10,851	16. Virginia	76
17. Kentucky	17,603	17. Michigan	10,599	17. Pennsylvania	72
18. Georgia	16,492	18. Kentucky	10,545	18. Georgia	72
19. Kansas	16,237	19. North Carolina	10,234	19. Kansas	70
20. Virginia	15,945*	20. Arkansas	9,227	20. Indiana	70
21. Oklahoma	15,895	21. Iowa	8,291	21. Ohio	66
22. Minnesota	15,341	22. Wisconsin	7,420	22. California	64
23. Alabama	14,533	23. Oregon	7,341	23. Delaware	62
24. West Virginia	14,505	24. Massachusetts	6,454	24. South Carolina	60
25. Washington	13,100*	25. Maryland	6,221	25. Kentucky	60
26. Florida	12,275	26. Oklahoma	5,799	26. Illinois	60
27. Nebraska	11,916	27. Minnesota	5,501	27. New Mexico	59
28. Louisiana	10,900	28. South Carolina	5,451	28. North Carolina	57
29. Arkansas	10,409	29. Louisiana	5,354	29. Wyoming	56
30. Colorado	9,452	30. Florida	5,050	30. Colorado	49
31. Connecticut	9,285	31. Utah	5,035	31. Louisiana	49
32. South Carolina	9,030	32. Colorado	4,647	32. Connecticut	48
33. Mississippi	9,000	33. Connecticut	4,459	33. North Dakota	48
34. Puerto Rico	8,300	34. Idaho	4,228	34. Maine	48
35. South Dakota	7,134	35. Mississippi	3,978	35. Vermont	48
36. Oregon	6,865	36. Nebraska	3,863	36. New Jersey	47
37. Maine	6,480*	37. Arizona	3,769	37. Missouri	46
38. Maryland	6,458	38. Montana	3,630	38. Mississippi	44
39. North Dakota	5,800	39. Hawaii	3,217	39. Florida	41
40. Utah	5,345	40. Maine	3,085	40. New Hampshire	40
41. New Mexico	5,009	41. New Mexico	2,953	41. Iowa	39
42. Idaho	4,178	42. North Dakota	2,781	42. Oklahoma	36
43. Rhode Island	4,010	43. Dist. of Col. . . .	1,860	43. New York (Upstate) . .	36
44. Montana	3,875	44. South Dakota	1,451	44. Minnesota	36
45. Arizona	3,751	45. Wyoming	1,293	45. Michigan	35
46. Hawaii	3,174	46. New Hampshire	1,228	46. Texas	34
47. New Hampshire	3,084	47. Vermont	1,178	47. Wisconsin	34
48. Vermont	2,480	48. Nevada	1,029	48. Nebraska	32
49. Wyoming	2,301*	49. Delaware	981	49. Massachusetts	32
50. Dist. of Col. . . .	2,301	50. New York City	921	50. South Dakota	20
51. Delaware	1,595	51. Puerto Rico	415	51. Rhode Island	7
52. Nevada	1,046	52. Alaska	397	52. Puerto Rico	5
53. Alaska	275	53. Rhode Island	283	53. New York City	3

* Estimated by officials of state education associations.

^a Estimated on the basis of 80 percent of teachers in 1947-48.

^b This total does not agree with the total on page 69 since it excludes other possessions and foreign.

NEA MEMBERSHIP - PERCENT OF GAIN DURING 1947-48

States and Other Areas	May 31, 1944	May 31, 1945	May 31, 1946	May 31, 1947	May 31, 1948	Gain or Loss	Percent of Gain or Loss	1947-48 Goal
Total	271,847	331,605	340,973	386,643	441,127	54,484	14	485,070
Alabama	10,017	11,780	11,571	12,351	13,991	1,640	13	12,755
Arizona	2,374	2,679	2,650	3,178	3,769	591	19	3,325
Arkansas	2,178	4,728	6,095	7,325	9,227	1,902	26	8,022
California	20,084	22,924	23,524	24,862	29,949	5,087	20	29,114
Colorado	4,156	4,350	4,352	4,298	4,647	349	8	5,532
Connecticut	2,430	2,872	2,878	4,198	4,459	261	6	5,688
Delaware	944	929	925	969	981	12	1	1,117
Florida	2,366	3,271	3,553	4,098	5,050	952	23	5,999
Georgia	6,735	7,838	9,558	11,154	11,894	740	7	12,509
Idaho	1,260	1,716	1,680	1,614	4,228	2,614	162	2,152
Illinois	13,542	17,259	18,478	22,755	23,879	1,124	5	27,442
Indiana	12,295	13,402	12,911	14,457	17,304	2,847	20	16,926
Iowa	5,110	7,351	6,404	6,921	8,291	1,370	20	10,296
Kansas	5,935	8,832	9,574	10,342	11,424	1,082	10	11,819
Kentucky	5,689	7,195	9,018	10,970	10,545	-425	-4	12,590
Louisiana	2,080	4,138	3,981	4,998	5,354	356	7	6,373
Maine	2,042	2,358	2,077	2,636	3,085	449	17	3,502
Maryland	3,148	3,603	3,624	4,456	6,221	1,765	40	4,729
Massachusetts	4,391	5,001	4,497	5,428	6,454	1,026	19	9,071
Michigan	6,595	8,092	7,230	7,726	10,599	2,873	37	13,195
Minnesota	3,485	4,893	5,005	4,856	5,501	645	13	7,024
Mississippi	1,871	3,124	3,938	3,916	3,978	62	2	5,213
Missouri	6,405	7,070	6,787	8,190	10,851	2,661	32	11,910
Montana	882	1,136	3,190	3,287	3,630	343	10	3,347
Nebraska	2,573	2,808	3,471	3,726	3,863	137	4	5,669
Nevada	759	725	658	758	1,029	271	36	766
New Hampshire	617	953	907	1,145	1,228	83	7	1,610
New Jersey	8,023	8,555	8,771	10,641	12,273	1,632	15	14,431
New Mexico	1,217	1,440	1,721	2,265	2,953	688	30	2,974
New York (Upstate)	12,462	13,961	13,410	14,552	15,744	1,192	8	21,849
North Carolina	6,241	8,992	10,511	10,970	10,234	-736	-7	12,853
North Dakota	1,375	2,729	2,711	2,772	2,781	9	*	3,504
Ohio	21,602	24,578	23,835	24,474	27,289	2,815	12	28,328
Oklahoma	3,554	4,151	3,423	4,581	5,799	1,218	27	7,504
Oregon	4,383	6,671	6,715	6,735	7,341	606	9	6,650
Pennsylvania	26,285	31,571	32,787	36,677	38,031	1,354	4	40,848
Rhode Island	623	385	320	274	283	9	3	1,204
South Carolina	3,549	4,164	3,303	4,149	5,451	1,302	31	5,151
South Dakota	1,038	1,199	1,013	1,279	1,451	172	13	2,697
Tennessee	6,319	8,253	8,212	12,343	16,227	3,884	31	13,858
Texas	6,214	8,516	9,087	10,898	13,697	2,799	26	17,888
Utah	4,112	4,411	4,616	4,757	5,035	278	6	4,872
Vermont	624	1,041	907	911	1,178	267	29	1,309
Virginia	7,345	8,802	9,266	10,584	12,137	1,553	15	11,719
Washington	6,532	8,775	11,010	11,624	12,405	781	7	11,788
West Virginia	6,229	7,253	7,145	10,620	13,536	2,916	27	11,243
Wisconsin	6,038	6,756	6,213	6,770	7,420	650	10	10,484
Wyoming	906	974	1,045	1,057	1,293	236	22	1,339
Alaska	251	295	249	321	397	76	24	299
Dist. of Col.	2,050	1,960	1,812	1,887	1,860	-27	-1	2,037
Hawaii	2,571	2,916	2,923	3,127	3,217	90	3	3,101
New York City	2,104	1,868	1,023	1,133	921	-212	-19	7,450
Puerto Rico	111	186	218	138	415	277	201	1,995
Other Possessions	16	27	31	12	16	4	33	.. . .
Foreign	110	149	160	478	312	-166	-35	.. . .

* Increase of less than 1/2 of 1 percent.

VICTORY PROGRAM MEMBERSHIP GOALS

[See table on opposite page]

THE TABLE on the next page shows for each state association the difference between state association membership and NEA membership on May 31, 1948 [column 5]. It shows the distance each state would have to go to complete unification of state and national membership by 1951, if state association membership remained at the 1948 level. It divides this distance by three to show the gain which must be made for each of the three remaining years of the Victory Action Program if the state is to achieve unified membership by 1951. Nine states, Alaska, and Hawaii have already achieved their new 1951 Victory Action Program membership goals. A dozen others will doubtless achieve their goals in less than three years.

This table shows that on May 31, 1948, the state [and New York City] associations affiliated with the NEA had a combined membership of 802,773 and the national association a membership of 440,799 [not counting certain outlying areas]. To achieve unification by 1951 will require a gain of 362,683, an average gain of 120,912 each year.

These states have made membership gains of 2000 or more during the first two years of the Program: Tennessee, 8015; California, 6425; West Virginia, 6391; Illinois, 5401; Pennsylvania, 5244; Texas, 4610; Indiana, 4393; Missouri, 4064; New Jersey, 3502; Ohio, 3454;

Michigan, 3369; Arkansas, 3132; Virginia, 2871; Maryland, 2597; Idaho, 2548; Alabama, 2420; Oklahoma, 2376; Georgia, 2336; New York, 2232; South Carolina, 2148.

All but two states have adopted the Victory Program in principle or outright. Leaders are working toward full achievement. *The big gains come when the Unified Dues Plan has been approved.*

The Victory Action Program presents a difficult challenge to the teachers of America, but the difficulties of achieving this program are as nothing when compared with the difficulties we shall face if our united profession does not make itself strong in preparation for the uncertain years which lie ahead.

Experience has shown that the Victory Program goals can be achieved when leaders of the state and local associations appreciate its importance and determine to go forward on a united basis.

Have for each state, city, town, county, or local association a quota in keeping with the Victory Program.

Have some individual or committee responsible for seeing that the established goal is achieved.

Complete enrolment as early in the year as possible and allow time for followup if needed.

See that money collected for dues is sent on promptly to the state and national associations.

OUR VICTORY PROGRAM MEMBERSHIP GOALS

Based on ultimate goal of unified local, state, and national dues. Explanation on preceding page.

States and Other Areas	Estimated Number of Teachers 1947-48	Membership in Affiliated State Associations May 31, 1948	NEA Membership May 31, 1948	Increase Needed for Unification	1/4 of Column 5	Figure for 1948-49 (Col. 4 + Col. 6)	Figure for 1949-50 (Col. 7 + Col. 6)	Figure for 1950-51 (Same as Col. 8)
1	2	3	4	5	6	7	8	9
Total	912,334	802,773	440,799 ^b	362,683	120,912	561,002	681,914	802,773
Ala.	20,600	14,533	13,991	542	181	14,172	14,353	14,533
Ariz.	4,300	3,751	3,769	None	...	3,751	3,751	3,751
Ark.	12,700	10,409	9,227	1,182	394	9,621	10,015	10,409
Calif.	54,386	46,454	29,949	16,505	5,502	35,451	40,953	46,454
Colo.	9,000	9,452	4,647	4,805	1,602	6,249	7,851	9,452
Conn.	10,497	9,285	4,459	4,826	1,609	6,068	7,677	9,285
Del.	1,760	1,595	981	614	205	1,186	1,391	1,595
Fla.	15,800	12,275	5,050	7,225	2,409	7,459	9,868	12,275
Ga.	23,000	16,492	11,894	4,598	1,533	13,427	14,960	16,492
Idaho.	4,492	4,178	4,228	None	...	4,178	4,178	4,178
Ill.	44,800	40,000*	23,879	16,121	5,374	29,253	34,627	40,000
Ind.	23,500	24,856	17,304	7,552	2,518	19,822	22,340	24,856
Iowa.	22,600	21,325	8,291	13,034	4,345	12,636	16,981	21,325
Kans.	16,450	16,237	11,424	4,813	1,605	13,029	14,634	16,237
Ky.	18,200	17,603	10,545	7,058	2,353	12,898	15,251	17,603
La.	15,200	10,900	5,354	5,546	1,849	7,203	9,052	10,900
Maine	5,950	6,480*	3,085	3,395	1,132	4,217	5,349	6,480
Md.	10,048	6,458	6,221	237	79	6,300	6,379	6,458
Mass.	23,980	20,000*	6,454	13,546	4,516	10,970	15,486	20,000
Mich.	34,500	30,478	10,599	19,879	6,627	17,226	23,853	30,478
Minn.	20,000	15,341	5,501	9,840	3,280	8,781	12,061	15,341
Miss.	16,000	9,000	3,978	5,022	1,674	5,652	7,326	9,000
Mo.	23,400	23,769	10,851	12,918	4,306	15,157	19,463	23,769
Mont.	4,600	3,875	3,630	245	82	3,712	3,794	3,875
Nebr.	12,500	11,916	3,863	8,053	2,685	6,548	9,233	11,916
Nev.	1,050	1,046	1,029	17	6	1,035	1,041	1,046
N. H.	2,925	3,084	1,228	1,856	619	1,847	2,466	3,084
N. J.	26,090	26,270	12,273	13,997	4,666	16,939	21,605	26,270
N. Mex.	4,626	5,009	2,953	2,056	686	3,639	4,325	5,009
Upstate N. Y.	45,000	43,431	15,744	27,687	9,229	24,973	34,202	43,431
N. C.	25,000	18,000*	10,234	7,766	2,589	12,823	15,412	18,000
N. Dak.	6,540	5,800	2,781	3,019	1,007	3,788	4,795	5,800
Ohio	42,000	41,075	27,289	13,786	4,596	31,885	36,481	41,075
Okla.	19,000	15,895	5,799	10,096	3,366	9,165	12,531	15,895
Oreg.	9,504	6,865	7,341	None	...	6,865	6,865	6,865
Pa.	59,000	52,577*	38,031	14,546	4,849	42,880	47,729	52,577
R. I.	4,000	4,010	283	3,727	1,243	1,526	2,769	4,010
S. C.	15,700	9,030	5,451	3,579	1,193	6,644	7,837	9,030
S. Dak.	7,200	7,134	1,451	5,683	1,895	3,346	5,241	7,134
Tenn.	20,350	19,312	16,227	3,085	1,029	17,256	18,285	19,312
Texas.	46,000	40,572	13,697	26,875	8,959	22,656	31,615	40,572
Utah.	4,950	5,345	5,035	310	104	5,139	5,243	5,345
Vt.	2,800	2,480	1,178	1,302	434	1,612	2,046	2,480
Va.	19,600	15,945*	12,137	3,808	1,270	13,407	14,677	15,945
Wash.	14,536	13,100*	12,405	695	232	12,637	12,869	13,100
W. Va.	15,300	14,505	13,536	969	323	13,859	14,182	14,505
Wis.	20,200	22,125	7,420	14,705	4,902	12,322	17,224	22,125
Wyo.	2,620	2,301*	1,293	1,008	336	1,629	1,965	2,301
Alaska	345	275	397	None	...	275	275	275
D. C.	3,489	2,301	1,860	441	147	2,007	2,154	2,301
Hawaii	3,300	3,174	3,217	None	...	3,174	3,174	3,174
N. Y. City.	33,936	27,150 ^a	921	26,229	8,743	9,664	18,407	27,150
P. Rico	9,000	8,300	415	7,885	2,629	3,044	5,673	8,300

* Estimated by officials of state education associations.

^a Estimated on the basis of 80 percent of teachers 1947-48.

^b This total does not agree with the total on page 69 since it excludes other possessions and foreign.

NEA MEMBERSHIP SUMMARY—MAY 31, 1948

STATE	NEA Members	NEA Life Members	100% Counties	100% Cities	100% Schools	FTA Chapters	FTA Members	Aff. Locals
1	2	3	4	5	6	7	8	9
Totals	441,127	6,294	547	2,043	17,651	217	9,154	2,358
Alabama	13,991	69	57	36	1,501	5	223	39
Arizona	3,769	75	0	16	139	2	32	20
Arkansas	9,227	57	41	266	679	1	22	66
California	29,949	596	0	29	506	5	115	117
Colorado	4,647	102	0	31	181	4	265	20
Connecticut	4,459	113	0	5	63	1	58	53
Delaware	981	20	2	5	39	0	0	4
Florida	5,050	85	2	1	199	4	242	29
Georgia	11,894	55	64	37	440	7	183	67
Idaho	4,228	31	6	66	147	3	103	13
Illinois	23,879	390	10	118	667	7	259	93
Indiana	17,304	240	14	91	1,005	7	419	76
Iowa	8,291	103	3	34	194	8	198	32
Kansas	11,424	98	21	169	860	7	212	64
Kentucky	10,545	63	54	74	934	8	195	65
Louisiana	5,354	68	14	2	197	2	42	16
Maine	3,085	57	7	10	163	4	184	30
Maryland	6,221	122	13	0	345	4	136	16
Massachusetts	6,454	133	1	9	200	2	80	107
Michigan	10,599	190	0	25	131	1	41	89
Minnesota	5,501	85	0	24	74	2	112	50
Mississippi	3,978	31	4	59	231	8	304	7
Missouri	10,851	122	5	56	406	11	422	41
Montana	3,630	51	2	118	188	2	48	18
Nebraska	3,863	98	0	31	139	2	38	31
Nevada	1,029	7	1	9	40	0	0	2
New Hampshire	1,228	15	0	1	40	1	53	13
New Jersey	12,273	203	0	25	292	8	578	90
New Mexico	2,953	51	5	31	104	1	74	25
New York	16,665	365	1	11	180	4	126	123
North Carolina	10,234	77	2	31	206	8	370	72
North Dakota	2,781	47	1	74	143	3	120	7
Ohio	27,289	481	12	168	1,117	9	529	115
Oklahoma	5,799	79	0	23	134	7	242	23
Oregon	7,341	89	1	16	201	2	77	11
Pennsylvania	38,031	437	24	95	1,484	13	896	171
Rhode Island	283	14	0	1	8	0	0	4
South Carolina	5,451	42	1	45	333	1	35	29
South Dakota	1,451	37	2	15	122	2	30	27
Tennessee	16,227	59	59	29	1,940	8	377	66
Texas	13,697	338	1	24	317	13	543	72
Utah	5,035	48	31	5	347	2	80	40
Vermont	1,178	37	0	10	77	0	0	10
Virginia	12,137	114	52	14	956	7	223	78
Washington	12,405	216	8	48	250	3	109	74
West Virginia	13,536	83	25	0	172	10	340	62
Wisconsin	7,420	112	2	26	186	2	79	50
Wyoming	1,293	24	0	14	57	1	134	13
Alaska	397	18	0	16	29	0	0	2
Dist. of Col.	1,860	123	0	0	34	4	142	8
Hawaii	3,217	82	0	0	154	0	0	7
Puerto Rico	415	17	.....	.....	.....	1	64	1
Other Possessions	16	3	.....	.....	.....	.....	.....	.....
Foreign	312	22	.....	.....	.....	.....	.....	.....

PART II

NEA Affiliated Local Associations

The local association is the cradle of democracy in professional organization. It is close to the people and to the conditions which concern the schools. It is the training ground of leadership, a laboratory for cooperative projects. State and national associations gain in strength as professional attitudes and loyalties are built up thru the activities of local associations. Local, state, and national go forward together.—WILLARD E. GIVENS, *Executive Secretary, National Education Association*.

Beatitudes of a Leader

BLESSED is the leader who has not sought the high places, but who has been drafted into service because of his ability and willingness to serve.

BLESSED is the leader who knows where he is going, why he is going, and how to get there.

BLESSED is the leader who knows no discouragement, who presents no alibi.

BLESSED is the leader who knows how to lead without being dictatorial; true leaders are humble.

BLESSED is the leader who seeks for the best for those he serves.

BLESSED is the leader who leads for the good of the most concerned, and not for the personal gratification of his own ideas.

BLESSED is the leader who develops leaders while leading.

BLESSED is the leader who marches with the group, interprets correctly the signs on the pathway that leads to success.

BLESSED is the leader who has his head in the clouds but his feet on the ground.

BLESSED is the leader who considers leadership an opportunity for service.—AUTHOR UNKNOWN.

THE IDEAL Local Education Association

AS FAR BACK as the 1790's, teachers were organizing locally. The Society of Associated Teachers of New York City and the Associated Instructors of Youth in the Town of Boston and Its Vicinity were two of the earliest teachers associations.

Patterns of Organization—The NEA is eager that every teacher shall actively work in an organization of his choice. Since conditions vary widely in the United States there is no prescribed pattern of local organization required for affiliation with the NEA. It is for the teachers of state and local communities to decide the type or types of organization which will best meet local needs. Some communities prefer an all-inclusive organization; others prefer a department of classroom teachers, principals, etc., within the all-inclusive organization; still others prefer a separate classroom teachers organization.

The Ideal Local Association:

[1] Has a dynamic program for serving its members and the community.

[2] Has a written constitution.

[3] Meets regularly [at least four times a year].

[4] Has dues unified with state and national associations and provides a program of action.

[5] Collects unified dues for local, state, and national associations.

[6] Plans its programs carefully to interest the majority of the group.

[7] Keeps accurate records regarding all business of the association.

[8] Maintains continuous affiliation with the state association [if the state so provides] and with the NEA.

[9] Makes provisions for expenses of delegates to attend state and national conventions.

[10] Carries on all letterheads and

Acknowledgement

Much of this section is taken from materials prepared for locals by state education associations and manuals of the NEA Department of Classroom Teachers. We have drawn heavily on manuals prepared in Illinois, Virginia, Michigan, West Virginia, Nebraska, South Carolina, and other states. Some materials have been picked up almost verbatim. In other cases copy has been adapted for general use in all the states from its original form for a particular state. In still other cases ideas have been taken from a wide variety of materials.

It is difficult in many cases to trace original authorship or give direct acknowledgement to one manual because of the fact that the same or similar materials are frequently found in a number of different manuals.

Affiliated Local Associations

publications a statement clearly indicating the status of its affiliation with the state and national associations.

[11] Answers official mail from state and national associations promptly.

[12] Issues a local publication if finances permit.

[13] Maintains active committees for the following purposes:

[a] To formulate and carry out a progressive program for improvement of local educational services.

[b] To provide a forum for discussion of educational and professional organization problems of the state and nation.

[c] To develop good fellowship by providing social and recreational activities for its members.

[d] To carry on an effective public-relations program.

[e] To work with lay organizations in community activities.

[f] To arrange meetings at which candidates for public office may discuss their platforms.

[g] To cooperate with the state association on legislation affecting the schools such as school support, tenure, retirement, minimum-salary schedules.

[h] To cooperate with the NEA on national legislation affecting education.

[i] To care for the welfare of members thru such activities as:

Certification

Consumers cooperatives

Contractual relationships

Credit unions

Group insurance

Hospitalization

Loan and relief funds

Retirement

Sabbatical leave

Salary schedules

School budgets and finance

Sick leave

Teacher load

Teacher rating

Tenure

The work of our state and national associations often seems far removed from the average teacher. He may live and retire without ever taking an active part in these organizations. He may pay dues and attend meetings, but he may never raise his voice to utter a conviction; he may never lift his finger to further a project. In the local association, however, working among friends over problems of vital personal concern, he will have a feeling of belonging; he will be aware of an urge to take part. If he works, his interests will grow; he will become a better teacher; his community will be a better community; his profession will become a better profession. The state and national associations will seem less remote and increased interest and participation will come as a byproduct of local work well performed.

With active participation in local association problems will come a keener interest and intelligent support in state and national organization affairs, and the NEA will have a new meaning and influence to thousands of teachers.

A Plan for ORGANIZING a Local

THE ACTUAL ORGANIZATION of the local association should be planned and carried out within each community by its own members. It is essential that one person or one group of interested persons take the initiative in working out the preliminary plans for organization. The following outline of general procedure is suggested as an aid in planning the details:

Preliminary Steps

Call an informal conference of those teachers who are particularly interested.

[1] Discuss reasons for organizing.

[2] Decide upon two or three objectives toward which to work.

[3] Decide which type of local association will best fill the needs of the community and ascertain the educational aims and needs of the local group.

[4] Select a temporary chairman and a temporary secretary to serve until a permanent organization is effected.

[5] Appoint a committee to prepare a brief report. Set forth the main purposes for organizing. Show the proposed objectives which may be accomplished more easily thru united effort than thru individuals working separately, and draw up a plan of organization.

[6] Outline ways and means of informing the profession and the lay public about the proposed association. [a] All teachers and administrators should be informed about the proposal and be given the opportunity to see the need for organization and the benefits to be derived from

it. [b] Some suggested means of spreading information are: Small informal group meetings; attractive letters and bulletins; telephone calls; personal contacts. [c] The entire community should be acquainted with the desirability and the organization plans of the proposed association. Use should be made of: press; radio; bulletins; personal contacts.

[7] Set a date for a general mass meeting: [a] This may be a dinner meeting, including other entertainment, if the group so desires. [b] Good speakers, local and statewide, should be secured to talk on such topics as: the need for local organization; the values of organizing to the local educators, as well as to education in general; values of affiliation with state and national association; a comparative study of education with the other professions.

Hold a preliminary general mass meeting.

[1] The temporary chairman, as leader, should open the meeting and tell of the steps taken up to that point.

[2] The report of the committee on the purposes of organizing should be given.

[3] Present speakers on topics listed under 7b above.

[4] Allow time for general discussion.

[5] Begin informal organization procedure: [a] Present the plan for organization [as drawn up by the above committee.] [b] Call for a motion to organize. [c] Appoint a constitution committee of three or five members, with one

Affiliated Local Associations

designated as chairman. [d] Appoint a nominating committee to prepare a list of officers. [e] Set the time for the formal organization meeting.

[6] The constitution committee should be called together by its chairman to draw up a constitution for the association. It will be well to study the constitutions of other local associations and glean from them points that might well be included. [See suggested constitution on page 100.]

[7] The nominating committee should study carefully the duties and responsibility of officers before drawing up their tentative slate of officers. [See section on officers and their duties, pages 84-86.]

[8] While the constitution is being prepared, the temporary chairman should not allow the interest of the teachers to lag, but should keep them informed of the progress of the organization.

The Formal Organization Meeting

The temporary chairman presides.

The minutes of the preliminary mass meeting will be read by the temporary secretary.

The constitution committee reports.

[1] The chairman of the constitution committee will report on the work done by the committee.

[2] He will then read the proposed constitution and bylaws, concluding with a formal motion for its adoption. [The

vote, however, is not taken until after the constitution is reread article by article and agreed upon.]

The constitution is adopted.

[1] The temporary secretary rereads each article of the constitution and bylaws, allowing time for desired changes to be discussed and voted upon.

[2] After the constitution and bylaws are agreed upon, the vote is taken on the constitution committee chairman's original motion to adopt the constitution.

The officers are elected.

[1] The chairman of the nominating committee submits the slate of officers.

[2] Additional nominations are received from the floor.

[3] The officers are elected in the manner indicated in the constitution.

[4] The permanent officers replace the temporary ones.

[5] The president appoints the standing committees as indicated in the constitution. If he so desires, the president may hold his appointments until later.

The meeting is opened for discussion.

[1] Proposals may be presented for a program of action for the program committee.

[2] Program emphasis for the year should be decided.

Adjournment.

A gift for leadership is an obligation to lead.

PURPOSES of the Local Association

[1] To FURNISH the teachers a workshop in which to make plans and devise methods of implementing their responsibilities to improve the educational services to the child and to adults.

[2] To give teachers an organization in which to study their own problems.

[3] To give teachers a chance to contribute the benefits of their experience and training to one another.

[4] To foster common aims and a spirit of fellowship among teachers.

[5] To provide means by which all members of the profession in the local community may help to form the policies that govern their school systems.

[6] To provide opportunities for self-development and the exercise of initiative and leadership.

[7] To build solidarity among the members of the profession.

[8] To improve the professional, eco-

nomic, social, and civic status of the teacher.

[9] To improve classroom procedures and afford a means for official expression of classroom teacher opinions.

[10] To secure the best thinking for the solution of educational problems.

[11] To promote cooperation in beneficial community activities.

[12] To devise programs to arouse community interest and support of educational problems.

[13] To stimulate professional enthusiasm, professional initiative, and professional spirit.

[14] To improve the professional, economic, social and civic prestige and influence of teachers.

[15] To provide a local action body in support of state and national programs.

[See also the statement of purposes in the suggested constitution on page 100.]

THE LOCAL unit provides a means thru which teachers may meet to promote their common aims, exert influence on school problems, cooperate in community enterprises, maintain and improve professional ethics and standards, and increase the prestige of the profession in their community.

Locals are relatively new organizations when compared to the state and national associations, but they are in closer touch with the individual teachers and unless they constitute a vital part of our national and state associations little progress will be made.—From MANUAL FOR LOCAL UNITS of the Washington Education Association

FINANCING the Local Association

EACH LOCAL organization should define its needs, plan its program to fit these needs, then set its dues at whatever level will pay for that program of essential services. The greater the services, the larger the dues can and should be.

In view of the differences in economic conditions in different communities and because various organizations have reached different stages of organizational development it is impossible to recommend any specific amount of dues as necessary, or desirable, to carry out an adequate program in all local associations. Practices reported show a range in local annual dues from a dollar or less to \$10 or more. In most of the local associations thruout the country some increase in dues will be a prerequisite to the enlarged and vitalized programs of action which should be undertaken. Where new organizations are established, set the dues high enough in the first place to make a respectable program of activities possible.

The administration and the teachers have joint responsibility for working out a satisfactory collection plan. There is general agreement that dues should be

collected in the fall, possibly in installments if the burden seems too great for payment in one month. Collection of dues by building representatives met with general approval in this group.

Most of our professional organizations are seriously underfinanced. This applies to most state and local associations as well as to the National Education Association and to departmental groups. We should look forward ultimately to an expenditure of at least one percent of the teachers' annual income for the improvement of the profession and of education.

Dues should be arranged so that the teacher will pay one fee for all professional organizations to the local association which will send on to the state and national associations the part which belongs to them. This plan is found effective by a number of other national organizations.

As a first step for locals which now have low dues, set up a reasonable fee to include the NEA and state association fees and whatever is needed in addition for the local.

I HOLD every man a debtor to his profession; from the which as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves by way of amends to be a help and ornament thereunto.—FRANCIS BACON.

SELECTION of OFFICERS

THE STRENGTH of a local association is directly correlated with the effectiveness of its officers and leaders. The selection and training of officers, therefore, are the keys to the success of the local association program.

The first duty of an officer is to serve the interests of the profession thru the association.

Since the officers of most local associations, with perhaps the exception of the treasurer, serve on a nonremunerative basis, it is essential that they be individuals who are sufficiently self-sacrificing to give the necessary time, thought, and study to their duties.

The selection as president of a person who has previously served as vicepresident, as secretary, or in some other general office is recommended. Two-year terms for officers are proving to be helpful in an increasing number of local associations. Some associations have established by constitutional provision or by tradition the policy of elevating the vicepresident to the presidency, thus assuring the association of an experienced chief officer and removing at least by one year from his accession to the post any conflict within the association over his election. Such a policy makes necessary great care in the selection of the vicepresident.

The nomination and election of officers should involve the widest and most democratic participation possible of association members. The securing of nominations from many sources is valuable, with

a primary balloting system to reduce the number of final candidates to two for each post. Secret balloting open to every member thruout the entire association is necessary.

It is a major responsibility of the state association to provide a systematic program for training of local association officers. Several state associations now have extensive leadership training programs which include: Statewide series of regional conferences bringing together all local association presidents; local association plan books and manuals; assistance by field committees and staffs of the state association.

Expenses incurred by local officers and leaders in attending such training conferences should be defrayed either by the state association or by the local branch or by the two in cooperation.

The training of local officers should include careful preparation to deal with schoolboards, with legislative bodies and with lay organizations, as well as with the internal affairs of the association.

It is suggested that officers of local associations be elected in April or May. The new officers can then become thoroly familiar with their duties so as to be ready to begin their activities with the opening of school. The name, position, and address of each of the new officers should be sent promptly to the headquarters offices of the state and national associations so that summer correspondence will reach them.

OFFICERS and Their DUTIES

DUTIES OF THE PRESIDENT: The president is the captain and he must look ahead. He cannot and should not try to do all of the work. He is a coordinator and a leader, however, for all of the activities of the association. Here are some of his responsibilities:

[1] To prepare for his office; to learn about the policies and procedures, constitution and bylaws of local, state, and national associations.

[2] To lead in building an improved long-time program for the locals.

[3] To appoint, instruct, and guide committees.

[4] To lead in maintaining liaison with county and city superintendents and with the general public.

[5] To exercise general supervision over the budget.

[6] To keep in close touch during the year with state and national education associations.

[7] To be chiefly responsible for getting cooperation all along the line within the local association.

[8] To arrange for delegates representing the local education association in state and national meetings to be chosen according to due process; to see that these delegates are prepared to speak for the local membership.

[9] To create an optimum opportunity for the training of future leaders.

[10] To make or supervise reports to state and national associations.

[11] To take the lead in the enrolment of members in professional organizations.

[12] To lead in appraising the work of the association from time to time during the year.

[13] To preside over meetings.

Duties of the vicepresidents. Two heads are better than one. A vicepresident is more than just a "stand in" for the president or a spare tire in case the president leaves. Here are some of his responsibilities:

[1] To become acquainted with the president; to find out what he or she has in mind for the year; and to get behind the program.

[2] To pick up ideas from members who might be too timid to stand up in a meeting and offer their suggestions; to encourage members to "talk up" but if they hesitate, to present the idea, giving credit to the originating member.

[3] To be host or hostess of the meetings; to check on room arrangements, proper lighting, ventilation, etc.; to be at the door to greet newcomers and to see that new teachers get acquainted.

[4] To pick up the "gripes" which people carry with them and need to get out of their systems; to lend a sympathetic ear.

[5] To know what is going on in education; to acquaint himself with the information in the materials sent to the president.

Affiliated Local Associations

Frequently the vicepresident becomes the next president. He should think of his office as a training ground for the more important job which *may* be his next year.

To the president about vicepresidents: Keep your vicepresident informed of your plans. Ask his counsel. Encourage his suggestions. Keep him busy. Play him up a little before the local group. This officer is important.

Some local groups make the vicepresident the adviser of the membership committee. This relieves the president somewhat and places the responsibility for leadership on one of the elected officers. VICEPRESIDENTS ARE ASKED TO READ THE PAGES DEVOTED TO PRESIDENTS.

Duties of the secretary: The indispensable, but often unappreciated officer—"For want of a nail, the shoe was lost, for want of a shoe a . . ."! For want of a good secretary, an association may be lost. Being a secretary for a local association is not a "cinch." In fact, it is a tough job.

What are the qualifications of a good association secretary?

We usually think first of neatness, legibility of handwriting, accuracy, promptness, etc. These are valuable qualities but not the most important.

The secretary's most important job is *interpreting what goes on*. Obviously, not everything that is said at a meeting is of value. Getting at the heart of a discussion calls for alertness and good reporting.

The secretary frequently is called upon to clarify what was discussed or accomplished at a previous meeting. Failure to record clearly the proceedings of the previous meeting leaves the officers and members in a state of confusion.

The secretary's record is the source of all official statements of definite action, motions, directives, and assignments. Again the ability to state clearly the intent of members is an essential for the association secretary. Accurate minutes often become the umpire in debates concerning what was agreed upon.

The "follow thru" is the difference between a good player and a dub. It is the secretary who must remember the *things to be done* which are agreed upon at a meeting. The president may rely upon the secretary to remind him of things he is to do. Committee chairmen may need to be notified of their assignments. This is the secretary's job. Here are some specific suggestions:

[1] To have some kind of permanent notebook in which to keep minutes of all regular and called meetings of the association and meetings of the governing board.

[2] To keep a systematic method of filing [a] letters received, [b] copies of letters sent, [c] records of the association: community reports, treasurer's reports, membership roster, true copy of the constitution and bylaws, a list of all committees and their personnel.

[3] To have a responsible substitute properly equipped in the absence of the secretary.

Affiliated Local Associations

[4] To notify officers, committees, and delegates of appointment.

[5] To supply committees with all papers referred to them.

[6] To send out notices of regular and special meetings of the association.

[7] To carry on the correspondence of the association.

[8] To prepare in advance the order of business of each meeting, subject to the approval of the president.

[9] To take his place alongside the president or chairman at all meetings.

[10] To preside over meetings in the absence of the president and vicepresident, and continue to so serve until those present have named a chairman *pro tem*.

[11] To practice reading aloud any minutes or letters which he anticipates may cause him difficulty.

[12] To certify with the local president to the district, state, and national associations, the names of all persons chosen to serve as delegates from the local association to the annual meetings.

Duties of the treasurer: The duties of the treasurer have in the past varied in the several local associations of the state. It is suggested that either a more uniform program of duties for the office of treasurer be evolved, or the office of treasurer be combined with that of secretary.

The duties of the treasurer usually include the following:

[1] To receive all income coming to the local education association.

[2] To bank same to the credit of the association.

[3] To pay out such funds in orders signed by himself, the president, and secretary, unless otherwise provided.

[4] To keep an itemized record of all receipts and expenditures.

[5] To make such reports as may from time to time be required by the constitution and bylaws, or by order of the president.

[6] To prepare an annual report for the association.

[7] To present for audit all necessary records to the proper persons.

[8] To assist the other officers in preparing the budget for the coming year.

The treasurer may well be considered an ex-officio member of the Membership Committee. In situations where this plan is used the treasurer's duties, in addition to the above, would be:

[1] To assist the Membership Committee in planning its campaign, in setting up enrolling procedures, in providing adequate facilities for enrolling.

[2] To be responsible for all money received and membership cards issued.

[3] To make remittances and reports of state and national memberships to the proper office.

[See also suggested constitution and bylaws on page 101 regarding duties.]

COMMITTEES of the Local Association

Most of the important work of a large organization is necessarily done thru committees. Consequently, the chairmen of committees will be the key people with whom the president must work and thru whom the program will be effected and the goals achieved. Care should, therefore, be exercised in the appointments to secure capable persons of professional spirit who will work at their tasks.

Some organizations maintain enough committees to assign every member to some committee, preferably of his own choosing.

Brief recommendations:

[1] The committees, unless specified by the constitution, are designated and their work assigned by the governing body or its executive agents.

[2] The committee members are appointed by the president.

[3] Select as chairman and members of a committee those people most interested and best qualified.

[4] Each committee is directed by a chairman and served by a secretary.

[5] Provide the committee with definite instructions concerning its assignment and indicate dates for preliminary and final reports.

[6] Necessary committee expense should be approved by the governing body or its agents and is paid from the treasury.

[7] Provision is made for a report of the work done by the committee. This report should be brief and presented in oral or written form to the membership.

[8] Assign enough work to each committee to challenge the best efforts of every member, but not enough to impose an unreasonable burden on anyone.

[9] Let the nature of the work to be done determine the size of the committee. Ordinarily, five to seven members make a desirable committee.

It is desirable to have a number of standing committees. The type and number depend upon the needs of the local association. The following eight committees were agreed upon as necessary in most local associations by a conference group at Buffalo, July 6, 1946.

[1] *Executive Committee*—necessary for every local association to administer policies; set the agenda for representative meetings; direct and advise the president; coordinate activities.

[2] *Legislative Committee*—must be a continuing committee to keep members informed in legislative matters; to support desirable candidates for election; to establish and maintain good relationships with Congressmen and state legislators; to get all teachers to register and vote. Attention must be given to the need of coordinating the work of the Legislative Committee with that of other groups proposing or supporting legislation concerning education. See pages 109-15.

[3] *Public Relations Committee*—must be a continuing, longtime committee, serving the community in wholesome, worthwhile, workable relationships, thus enriching the living of a country.

Affiliated Local Associations

[4] *Program Committee*—to provide social, civic, and professional participation in community activities.

[5] *Finance Committee*—discussion of two functions: [a] finance as it concerns association's budgeting and use of funds; [b] support of education in general.

[6] *Membership Committee*—not unanimously favored. Some felt that a group decision to have 100% membership, mandating action on the basis of majority decision, is in harmony with democratic procedures and prevents dissipation of much energy in campaigning for individual membership. Others felt their groups were not ready for this and that a membership committee is needed.

[7] *Committee on Professional Problems and Teacher Welfare*—with sub-

committees on such problems as retirement, tenure, teacher load, sick leave, salary, teacher recruitment.

[8] *International Relations Committee*—of current importance because of the problems of UN and Unesco.

Such a plan of course should be adapted to the local association. For example, it may be desirable to have at one time or another a special committee on some problem relative to teachers and teaching. Local organizations may find it desirable to combine various committee functions, break down some committees into subcommittees, and at times pull out a particular problem for handling by a special committee.

[See also suggested constitution and bylaws on page 102 for reference to standing committees.]

The NEA Research Division found that local associations in 1946-47 had an average of five or six standing committees in addition to the executive committee. Thus the number averaged one or two less than was recommended by the Buffalo conference of 1946. The standing-committee titles reported most frequently by associations of all-inclusive membership were the following: legislative, 67% of the associations; social, 41%; public relations, 39%; program, 35%; teacher welfare, 34%; salary, 24%; publicity, 19%; membership, 15%. One-fourth of standing committees reported dealt with planning and administering the association itself, on such topics as program, budgets, membership, selection of officers, and related fields. About a fifth of all the committees dealt with the improvement of teaching conditions and the economic status of teachers. The remaining committees—53% of the total number—dealt with such assignments as social affairs, legislation, public relations, professional growth, and civic services.

Planning the YEAR'S PROGRAM

It is generally best to elect officers late in the spring so that the officers for the ensuing year will know what their responsibilities are to be. This enables them to have a running start on the year's work. If they are not elected until fall it is late in the school year before they can really get underway.

When officers are elected in the spring they can make preliminary plans and have time to develop them during the summer months. Officers will find it profitable, however, to call a meeting of the group early in the following school year to present the program.

There are several factors which will need to be taken into account in mapping a year's program of activities for a local association. Some of these are: the educational situation of the community, the pressing problems of the local situation, the needs and desires of the members, time and resources available to members and officers, the interests and capabilities of the members, the need for a well-rounded program.

It is better for an association to set up a few specific objectives for each year and aim to achieve them. This is more satisfactory to all concerned than to diversify efforts over too many projects.

The planning group will want to ask first: What are the things we can successfully do to promote the cause of education in our county or city this year? The answer should be given in terms of the greatest needs of the teachers and

the schools in the community. This project should be considered very carefully by the planning committees and then by the entire membership.

The next question which must be asked is: How can we accomplish these objectives? Who will take the lead in various projects? How can we divide the work so that everyone will share in the achievement? After objectives have been decided upon and plans for carrying them out are outlined, the officers of the association will need to be on the job constantly during the year, checking with the committees to make certain progress is being made. Some useful devices for accomplishing this are the following:

- [1] A monthly supper meeting of all committee chairmen for their reports.
- [2] The use of "Accomplishment Charts."
- [3] Regular bulletins — printed or mimeographed.
- [4] Contests of various sorts.
- [5] Social and recreational occasions.
- [6] Personal contacts.
- [7] Stories of what other locals are doing.
- [8] Newspaper publicity using names.
- [9] Questionnaires.
- [10] Periodic written reports.

The president of a local must take the lead, but his responsibility does not relieve the other officers and members from a very vital share in the total progress of activities. It's a job all must share.

Planning the YEAR'S MEETINGS

ONE of the major types of activities to be carried on by the local association will always be its regular meetings. The number of these will depend upon local conditions, of course, but a schedule which calls for eight such occasions during a year is considered highly desirable. One poor meeting is too many, but nine good ones are hardly enough. In other words, the quality is far more important than the quantity.

The planning group should aim at variety and interest in laying out the year's schedule of meetings. The traditional pattern of announcements, a speech, more announcements, yawns, and adjournment is one to be avoided by those responsible for planning the meetings of the local associations.

The schedule for a meeting should provide time for a consideration of the business matters necessary. It is the duty of the presiding officer to protect his members from tiresome details. Many meetings are ruined by inept handling of the business session, but such a result can be avoided very easily by advance planning and brisk decision by the one in charge.

In some school systems, the superintendent has allowed the local association meeting to be substituted for the customary periodic general faculty meetings. Such cooperation has produced splendid results, and the officers of the local association should be equally as cooperative in providing an opportunity for essential

announcements to be made and other general school business handled.

The core of a successful meeting lies, of course, in the effective and interesting presentation of a timely topic. Variety in the method of presentation is an essential, and cannot be left to chance. Originality and careful planning are at a premium, for it cannot be forgotten that the major outcome of the local association meetings will always be the morale that is engendered.

Most of each meeting should be devoted to activities which represent teachers' interests and achievements. Meetings should in general be devoted to the following types of activities:

[1] Activities which summarize the development of some phase of the community education program already underway or which proposes additional developments in the future.

[2] Activities which demonstrate or illustrate some phase of the community education program developed by local schools or by public-interest groups of teachers and principals.

[3] Activities which are used to develop or to clear up thru discussions, problems, ideas or plans of special interest to teachers and principals in the local unit.

[4] Activities which are planned to furnish inspiration or to develop morale or "esprit de corps" among teachers and principals, and to develop closer relations between school groups.

CALENDAR for a Local Association

THE following outline is suggestive only. It should be developed in terms of local needs and conditions.

September

- [1] Conduct professional enrolment [provide for unified dues].
- [2] Appoint committee members.
- [3] Hold meeting of executive board.
- [4] Hold get-acquainted meeting.
- [5] Send first issue of a monthly newsletter to members.

October

- [1] Help organize FTA chapters in nearby colleges. Encourage highschool students to form an FTA club.
- [2] Finish membership canvass.
- [3] Contact congressional candidates on attitudes toward education.
- [4] Post notices of all public program schedules by various schools.

November

- [1] Promote American Education Week programs.
- [2] See that each county division holds at least one professional meeting and one social-entertainment meeting.
- [3] Review public relations program.
- [4] Promote welfare program.
- [5] Encourage November voting.
- [6] Cooperate with the churches in Thanksgiving programs.

December

- [1] Study state representative assembly program.
- [2] Executive board to evaluate the progress and to line up future programs.

- [3] Check on committee progress.
- [4] Cooperate with charity drives.

January

- [1] Review state representative assembly actions.
- [2] Revise public relations program to include proposed legislation.
- [3] Report results of legislative contacts to office of state association.
- [4] Review and publicize legislative bulletins and make contacts suggested by state and national associations.

February

- [1] Check progress of legislation.
- [2] Evaluate committee activities.
- [3] Advance public relations.

March

- [1] Make nominations for local offices.
- [2] Recognize legislators and others promoting the legislative program.
- [3] Promote the welfare program.

April

- [1] Conduct election of officers.
- [2] Consider reports.

May

- [1] Attend planning conferences.
- [2] Hold organization meeting and reception for new association officers.
- [3] Appoint committee members.
- [4] Observe Horace Mann's birthday.

June, July, August

- [1] Officers and committee chairmen to plan coming year's work.
- [2] Send greeting to new teachers.
- [3] Plan reception for new teachers in the fall.

PARLIAMENTARY PROCEDURES

A FIRST essential is to follow an "order of business." The order may be whatever the association itself determines or whatever its properly authorized officers may agree upon. In the absence of any other arrangement, however, the following is good practice:

- [1] Opening remarks by president
- [2] Reading the minutes of the previous meeting [and obtaining their approval]
- [3] Reports of boards and standing committees
- [4] Reports of special [select] committees
- [5] Special orders
- [6] Unfinished business and general orders
- [7] New business.

It is impracticable to undertake an extended review of parliamentary procedure as it affects the president and the conduct of a meeting. It may be appropriate nevertheless to note some of the essentials which every presiding officer ought to have at his command.

[1] The presiding officer is really a moderator. He is nonpartisan in the chair, seeing that members are treated equally without respect to which side of the question they may debate.

[2] The president never makes a motion while in the chair nor does he debate a motion before the house without first having called the vicepresident or other person to preside in his stead.

In such event he does not usually resume the chair until the question he himself has debated has been disposed of.

[3] The secretary should be in his place thruout the meeting.

[4] The president always while presiding refers to himself, when such reference is necessary, as "The Chair."

[5] All motions require a second with the exceptions: to raise a question of privilege, questions of order, call for division of the question [under certain circumstances], motion to reconsider [can be made only by a person who earlier voted with the prevailing side], nominations, leave to withdraw a motion, inquiries of any kind, and one or two others.

[6] Certain motions are undebatable. Chief of these are: adjournment, take a recess, appeal, suspension of rules, lay on the table, previous question, and motion to close, limit, or extend the limits of debate.

[7] Motions to amend the main motion require a second and are debatable if the main motion is debatable. The motion to amend is first acted upon, then the main motion. Not more than one motion to amend the main motion can be before the meeting at one time. However, a motion to amend the amendment to the main question can be entertained and debated, having been seconded, in which event the order of calling for a vote after debate is the following: [a] vote on motion to amend the

Affiliated Local Associations

amendment, [b] vote on the motion to amend, [c] vote on the main motion.

[8] The motion to reconsider may be made, at the same meeting or the one following, only by a member who voted with the prevailing side.

[9] Every resolution should be in writing, and the presiding officer has the right to require any main motion, amendment, or instructions to a committee to be in writing.

[10] The usual procedure once a member from the floor has made a motion is for the president to restate it; it is then seconded. Next, if the motion is debatable, the presiding officer will provide an opportunity for discussion. A vote is then taken. The president need not stand when debate is going on.

[11] A good chairman need not attempt to know all the rules that are set down for the conduct of his office. He ought, however, to have at hand with him a copy of Roberts' *Rules of Order*, Gregg's *Parliamentary Law*, or else by his side a person who is informed about the duties of a presiding officer.

The first item above called attention to the fact that the presiding officer is really a moderator. He is in many respects like an umpire or referee.

There are occasions when, if certain conditions prevail, a motion is in order which will take immediate precedence over any motion that may at the moment be under consideration in the meeting. Some of these are debatable, some are not. Some require a simple majority,

others a two-thirds vote, to carry. These types of motion are not numerous. A chairman can quickly learn them.

The best way to master the principles of parliamentary law is thru constant practice in clubs and groups.

Table of Parliamentary Motions

I. PRINCIPAL MOTIONS

- [1] Main Motion
- [2] Rescind [or repeal]
- [3] Expunge

II. SUBSIDIARY MOTIONS

- [1] Postpone Indefinitely
- [2] Amend a Question
- [3] Refer to a Committee
- [4] Postpone to a Certain Time
- [5] Previous Question [Stop Debate]
- [6] Lay on or Take from the Table

III. INCIDENTAL MOTIONS

- [1] Suspension of Rules
- [2] Withdrawal of a Motion or Question
- [3] Reading of Papers
- [4] Objection to Considering a Question
- [5] Point of Order and Appeal
- [6] Reconsider the Vote on a Question

IV. PRIVILEGED MOTIONS

- [1] Call for the Order of the Day
- [2] Question of Privilege
- [3] Take a Recess
- [4] Adjourn [Unqualified]
- [5] Fix Time for Reassembling.

MOST IMPORTANT MOTIONS and HOW TO CONSIDER THEM

Motions	Motion must be recognized	Relative	May apply following motion	Debatable	May interrupt, has the floor	Motions that may apply to it	Vote required	May be sustained
To take from table	Yes	Yes	Main question, appeals, amendments, motions	No	No	None	Majority	After progress
Limit debate	Yes	Yes	Any debatable motion	No	No	Reconsider	2/3	After progress
Main question or Motion	Yes	Yes	No other motion	Yes	No	All	Majority	Not at the same session
To amend	Yes	Yes	Limit debate, postpone, limit or close next meeting	Yes	No	Amend, reconsider, limit or close debate	Majority	No
Question of personal privilege	No	No	None	No	Yes, if necessary	None	2/3	After progress
To suspend rule	Yes	Yes	Any motion where needed	No	No	None	2/3	May call be in minority, must consent
To create special orders	Yes	Yes	Main motion	Yes	No	All	2/3	After progress
To withdraw or renew a motion	Yes	No	Any motion	No	No	Reconsidered	Majority	After progress
To refer or to recommit	Yes	Yes	Main motion, question of privilege	Yes	No	Amend, reconsider, limit or close debate	Majority	After progress
To reconsider	No	Yes	Any motion except adjourned, suspended rules, Lay on table	Yes	Yes for entry	Limit or close debate, lay on table, postpone indefinitely	Majority	No
To rescind or repeal	Yes	Yes	Main motion, Appeals, question of privilege	No	Yes	All	Majority	Not at the same session
To postpone definitely	Yes	Yes	Main motion, question of privilege	Yes	No	Limit or close debate, reconsider (7/10 vote only)	Majority	No
To postpone to certain date	Yes	Yes	Main motion, question of privilege, reconsider	Yes	No	Amend, reconsider, limit or close debate	Majority	After progress
To lay on table	Yes	Yes	Main question, Appeals, question of privilege, reconsider	No	No	No	Majority	After progress
Previous question or previous question	Yes	Yes	Any debatable motion	No	No	To reconsider	2/3	After progress
Rise to point of order	No	No	Any motion or act	No	Yes	None	None	No
Nominations	Yes	No	Motion to close nominations, unanimous ballot	No	No	To close nominations	Not at the same session	No
Objection to consideration	No	No	Main question, question of privilege	No	Yes	Reconsideration	2/3 in negative	No
Motion to ballot	No	Yes	Any motion	No	Yes	Motions to nominate, reconsider, roll call	Majority	No
Motion to appeal	No	Yes	Any decision by chair	No	Yes	Lay on the table, reconsider	Majority	No
Fixing time of next meeting	Yes	Yes	None	Not when privileged	No	Amend, reconsider	Majority	Not at the same session
Motion to adjourn or recess	Yes	Yes	None	Not when privileged	No	None	Majority	After progress

Source: Uncertain—has appeared in several state manuals.

HOW TO AFFILIATE with the NEA

THE NEA, as explained on page 275, is governed by a Representative Assembly composed of delegates from affiliated state and local associations. *The NEA Charter*, as granted by Congress, provides (Section 12) that "the powers of the active members exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the bylaws." . . .

NEA Bylaws, Article II, Section 2: "The state teachers association or educational association of a state, territory, or district may become affiliated with the National Education Association and shall be designated an affiliated state association. Each affiliated state association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated state association shall be \$10. Said association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all special bulletins and announcements when issued."

Section 3: "A local educational association or teachers organization within a state, territory, or district may make application to affiliate with the National

Education Association. Each affiliated organization shall be designated an affiliated local association.

"All applications for affiliation shall, after thoro investigation, be subject to the approval of the Executive Committee.

"Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated local association shall be \$5 which shall entitle said association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all bulletins and announcements when issued; *provided, however*, That any affiliated local association within a state, territory, or district in which the National Education Association membership comprises 100 percent of all the possible members of such administrative unit shall be entitled to all privileges of any other affiliated local association without the payment of any fee.

Section 4: "Each affiliated association, both state and local, shall be furnished a certificate of membership.

Section 5: "Each affiliated state association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active members of the National Education Asso-

Affiliated Local Associations

ciation, up to 500 such active members, and thereafter one delegate and one alternate for each 500 of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated state delegates.

Section 6: "Each affiliated local association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated local delegates.

Section 7: "Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a state or local affiliated association.

Section 9: "Delegates shall file their credentials with the executive secretary of the Association on blanks furnished by him for that purpose not later than 10 days before the beginning of the annual meeting. The executive secretary

shall turn over such credentials to the Credentials Committee, when appointed, with such information thereon as may be obtained from the records of the Association. The Representative Assembly shall be the final judge of the qualifications of delegates. The delegates shall have equal rights and each shall have one vote. . . .

Rule 5 of the Association's *Standing Rules* provides: "Each affiliated association shall be entitled to the active assistance and support of the National Education Association in promoting the interest of such affiliated association and its members insofar as such interest comes within the purpose and object of the National Education Association as set forth in its charter. The executive secretary of the National Education Association shall, with the advice and approval of the Executive Committee, make such arrangements for mutual cooperation between the National Education Association and the state and local affiliated associations as will promote the welfare of all and advance the interests of the teaching profession."

Questions and Answers

What are the advantages of affiliation with the NEA?

[1] The privilege of electing delegates to the Representative Assembly, of taking part in its important discussions, and of participating in its decisions.

[2] It provides an opportunity to in-

crease the proportion of classroom teachers in the Representative Assembly.

[3] It keeps the membership in close touch with the work of the Association thru the following publications which are sent to all affiliated groups: *NEA Journal*, *Research Bulletins*, *Annual*

Affiliated Local Associations

Volume of Addresses and Proceedings, and the *News Bulletin* of the Department of Classroom Teachers. The Association suggests that all such materials be filed in the local headquarters office.

[4] It develops among the members a group consciousness of having a real and vital part in the work of their national professional organization.

[5] It brings the group into direct relationship with the Association from which it may receive help in planning its activities.

[6] It gives local associations the opportunity to receive help with organization problems and activities. The NEA Department of Classroom Teachers is equipped to help locals.

Does affiliation require renewal from year to year? No. Unlike membership in the NEA, affiliation is a continuous relationship and does not require annual renewal. However, an annual affiliation fee of \$5 must be paid—unless the membership comprises 100% of all the possible members of the administrative unit, in which case no payment is required for that year.

If a local association is 100% in NEA membership, does it automatically become affiliated with the Association? No. The local organization must apply for affiliation. Write to the Division of Records of the NEA at 1201 16th St., N. W., asking for an application blank. This division handles all work in connection with the records of the affiliated associations.

What does an affiliation charter signify? When an organization applies for affiliation and is accepted, a charter is granted signifying that the group has become a local unit in the NEA and as such is entitled to all rights and privileges guaranteed by the charter and bylaws of the NEA.

Can an organization which does not have 51 members become affiliated with the NEA? Yes. It has all the privileges of affiliation except that of sending delegates to the Representative Assembly. In order for the local to have representation in the Assembly, it must have at least 51 NEA members. *Only those local association members who also belong to the NEA* can be counted in figuring the number of delegates which an affiliated association may have. Therefore local associations wishing to have a voice in the government of the NEA, thru delegate representation, try to enrol as many members as possible in the national Association.

Is affiliation with the state association the same as affiliation with the NEA? No. All local associations should affiliate with their state education associations, if the state association provides for affiliates.

However, this state affiliation does not automatically include national affiliation, even under the Victory Action Program and unified dues. Separate application for affiliation must be made to the national organization.

Can selection of a delegate to the NEA Representative Assembly be participated

Affiliated Local Associations

in by all members of the local? Only NEA members within the local can vote in selecting a delegate, just as only NEA members can serve as delegates.

How can a local group help the NEA improve its services to locals? By answering promptly all requests for information sent out by the NEA office; by sending in suggestions for improving the relationship between the local and the national; and by sending in problems for advice and help. With constant cooperation on the part of local officers, the national Association can give prompt service.

What about expenses of delegates? The NEA makes partial payment of the expenses of those delegates coming from areas so far distant from the convention city that the total round trip and Pullman fare exceeds \$50. More and more local associations are providing for delegate expenses in their annual budgets.

What official credentials should a delegate bring to the annual meeting of the Representative Assembly? His NEA membership card and a temporary credential card signed by the officers of the organization which he represents. Notices concerning delegates' credentials are mailed by the NEA in the spring to the presidents of those groups whose dues are paid and whose NEA membership entitles them to representation.

Are delegates to the NEA Representative Assembly also, ipso facto, delegates to the business meeting of the Depart-

ment of Classroom Teachers? They may be if qualified and elected to serve as a delegate to both, but they are not necessarily so. Credentials for serving in either body are not accepted as credentials for the other. Information concerning credentials for the Classroom Teacher business meeting may be obtained from the department at NEA headquarters.

What criteria should be kept in mind in the selection of delegates to the Representative Assembly? Locals should choose their ablest and strongest members to represent them as delegates. Vitaly important decisions are made by the Assembly. These should be made by intelligent, well-informed, and professionally minded representatives. Skill and experience in parliamentary procedure is a valuable asset but not an essential. Delegates should not be chosen merely because they happen to be planning a vacation near the convention city or because they want a trip.

The right to attend the Assembly should not be considered the privilege of a chosen few within any local. On the other hand, the privilege should not be passed around so freely that all delegates are inexperienced. Best representation is assured by sending some delegates who have attended before and some who have not. Each delegate should study in advance the important proposals scheduled to come up for consideration. This information is available thru the *Journal*.

SUGGESTED CONSTITUTION AND BYLAWS

for a Local Teachers Association

ARTICLE I—Name

The name of this organization shall be

.....

ARTICLE II—Purposes

Section 1. To promote within the teaching group the highest type of professional practices; to encourage active participation of all teachers in the solution of school problems; to urge every member of the profession to be a progressive student of education; and to arouse allegiance to a genuine spirit of professional ethics.

Sec. 2. To encourage higher qualifications for entrance into the teaching profession; to promote teacher participation in school management; to aid in securing and maintaining adequate salaries, tenure, sound retirement systems, and such other improvements in conditions as will enable teachers to function properly as a vital factor in educational progress.

Sec. 3. To promote, encourage, and assist other local organizations of all teachers and to promote cooperation among such organizations and the members thereof.

Sec. 4. To cooperate with parent-teacher associations and other civic bodies having educational objectives and to aid in interpreting to the public the problems, the functions, and the steady progress of the public schools.

Sec. 5. To encourage teachers to exercise their rights and privileges as citizens and to accept, willingly, leadership in civic affairs.

ARTICLE III—Membership

Section 1. (Specify persons covered) upon payment of dues as herein provided may become members of this association, the state association, and the National Education Association.

ARTICLE IV—Officers and Boards

Section 1. The officers of the association shall consist of a president, one or more vicepresidents, a secretary, and a treasurer.

Sec. 2. There shall be a representative body with full governing powers, to be known as the board of directors, which shall consist of: [a] three or more members elected at large; [b] the officers.

Sec. 3. There shall be an executive committee with executive powers only, which shall consist of the officers of the association.

NOTE: Many organizations have only one governing body which often includes one representative from each school.

ARTICLE V—Affiliation

The association shall affiliate: [1] with the state association [where provision for such affiliation is included in the constitution of the state association]; and [2] with the National Education Association.

Affiliated Local Associations

ARTICLE VI—*Rules for Amending*

An amendment to this constitution may be introduced at any regular meeting of the board of directors, to be acted upon at a subsequent regular meeting, but not later than two subsequent regular meetings.

A copy of the proposed amendment, together with the recommendation of the board of directors, shall be sent to each member of the association, after which it shall be submitted to a vote of the entire membership. A two-thirds majority of those voting is required to adopt the proposed amendment.

BYLAWS

ARTICLE I—*Rules of Order*

Roberts' *Rules of Order, Revised* or Gregg's *Parliamentary Law* shall be the authority on all questions of procedure not specifically stated in this constitution and bylaws.

ARTICLE II—*Duties and Terms of Officers*

Section 1. All officers shall take office on the first day of [month] and shall serve for one year. In case a vacancy in an office occurs it shall be filled by the board of directors, excepting the office of president, and the person so chosen shall serve only to the end of the unexpired term.

Sec. 2. The president shall preside at all meetings of the association, of the board of directors, and of the executive committee. He shall, with the secretary, sign all vouchers authorized by the

board of directors. He shall appoint all committees not otherwise provided for, subject to the approval of the board of directors, and shall be an ex-officio member of all committees.

Sec. 3. The vicepresident shall assume all duties of the president in case of absence or resignation of the president.

Sec. 4. The secretary shall keep a record of all meetings of the association, the board of directors, and the executive committee. He shall prepare and keep on file a correct list of the names and addresses of the members of the board of directors, and of the executive committee. Together with the president he shall sign all vouchers authorized by the board of directors. A member of the board of directors, by reason of continued absence from meetings, shall forfeit his membership on the board. In cases of this kind the secretary shall notify the president and ask that a substitute be appointed by the board.

Sec. 5. The treasurer shall be responsible for the collection of all dues. He shall have charge of all funds of the association, shall deposit them in the bank in the name of the association, and shall disburse them as authorized by the board of directors.

ARTICLE III—*Board of Directors*

Section 1. Upon the board of directors shall rest the duties, responsibilities, and final authority for the conduct of the association in all matters except as stated otherwise in the constitution and bylaws; provided that they may at any

Affiliated Local Associations

time refer any matter to the entire membership for general consideration, with the board prescribing the manner of voting thereon.

Sec. 2. The board of directors by a two-thirds vote shall authorize the spending of money received from dues or contributions.

Sec. 3. The meetings of the board of directors shall be held once each month or at any other time at the call of the president or at the call of the majority of the board of directors. It shall be the duty of the board to act upon matters of business which are to be presented at the regular meetings of the association, and to fill vacancies which may arise between the annual meetings.

ARTICLE IV—*Executive Committee*

Section 1. The executive committee shall expedite in every possible way the legislative and executive business of the board of directors. It shall consider all matters presented for the attention of the board between sessions, and shall make a report with recommendations at each meeting of the board. It shall also serve as an executive body in all matters delegated to it. It shall meet at the call of the president or of the board of directors.

Sec. 2. The executive committee shall at such time as shall be designated by the board of directors at the first meeting, present a budget giving estimates of income and of regular necessary expenditures for the current year, which shall include a separate estimate for

each committee. This budget may be revised by the board of directors at any time.

ARTICLE V—*Standing Committees*

Section 1. There shall be the following standing committees, appointed by the president and subject to the approval of the board of directors: membership, program, social, civic, legislative, teacher welfare, international education, and nominating.

Sec. 2. The duties of the membership committee shall be

Sec. 3. The duties of the program committee shall be

Sec. 4. The duties of the social committee shall be

Sec. 5. The duties of the civic committee shall be

Sec. 6. The duties of the legislative committee shall be

Sec. 7. The duties of the committee on teacher welfare shall be

Sec. 8. The duties of the international education committee shall be

Sec. 9. The duties of the nominating committee shall be

NOTE: No attempt has been made to assign the powers and duties of committees, as these will vary according to the needs of the teachers in the different localities and each locality will have definite ideas as to what it wishes the committees to do.

ARTICLE VI—*Nominations and Elections*

Section 1. A committee on elections shall conduct the election of officers by ballot at the annual meeting, [day and

Affiliated Local Associations

month]. The board of directors shall have power to make all necessary rules for carrying out the election. Nominations for the various offices may be brought in by a nominating committee in writing, and nominations may also be made from the floor.

Sec. 2. At the first election the candidate receiving the highest number of votes for a member-at-large on the board of directors shall serve on that board for a term of three years; the candidate receiving the next highest number of votes shall serve for a term of two years; and the candidate receiving the third highest number of votes shall serve for a term of one year. After the first election the members shall be elected for a term of three years.

NOTE: When a nominating committee submits a list of officers, opportunity must be given for nominations from the floor.

ARTICLE VII—*Meetings*

Section 1. Meetings of the association shall be held monthly on the [day]¹ at o'clock. The president, with the consent of the board of directors, shall have power to change the date of the meeting.

Sec. 2. Special meetings shall be held at the call of the president; or, the president shall call a special meeting for a specific purpose upon the written request of five members.

¹ Examples, first Monday or third Tuesday.

Sec. 3. The order of business shall be as follows unless changed by a vote of those present:

1. Opening remarks by the president.
2. Secretary's report and adoption of minutes.
3. Treasurer's report.
4. Reports of standing committees.
5. Unfinished business.
6. New business.

ARTICLE VIII—*Dues*

The annual dues shall be on a unified basis as provided in the Victory Action Program, including dues in the . . . [state] education association and the National Education Association and shall be paid before [month and day] of each year.

ARTICLE IX—*Quorum*

A quorum for all meetings of the association shall consist of percent of the members, and a quorum for committee meetings shall consist of a majority of the members of the committee.

ARTICLE X—*Amendments*

The bylaws may be amended by a two-thirds vote at any regular meeting, provided notice in writing of a proposed amendment shall have been filed with the secretary and presented at the monthly meeting preceding the one at which it is to be voted on.

CRITERIA for EVALUATION

FOR workers who wish to appraise the effectiveness of their local professional organization, the following checklist adapted from the NEA *Research Bulletin* for October 1948, "Local Education Associations at Work," is offered.

A few illustrative questions are listed under each of the 15 general criteria. Affirmative answers will indicate progress toward meeting the criterion stated.

Background for Action

[1] *Membership participation*—A strong, informed, loyal membership, which participates in decisions of policy governing the association and which cooperates as individuals in satisfying action in some part of the association's work.

[a] Does the individual member have opportunity to influence policy decisions?

[b] Is the number of members close to 100% of the possible maximum?

[c] Are there enough general membership meetings—once a month during the school year—to keep members interested and informed?

[d] Is there a systematic plan for keeping members informed in writing of activities in progress and plans in the making?

[2] *Constitution and bylaws*—A written constitution and bylaws, setting forth clearly the purposes of the association, delegation of responsibility for achieving these purposes, and rules of procedure.

[a] Does the association have a written constitution?

[b] Is its statement of purpose an adequate basis for its present activities?

[c] Does it outline clearly basic conditions of membership, duties of officers and committees, rules of procedure?

[d] Does every member have a copy?

[3] *Officers*—An adequate number of officers, selected democratically on the basis of proved abilities for association service, and organized for efficient executive action.

[a] Are officers elected in April or May, to give time for planning during the summer?

[b] Are officers chosen by methods that give the widest possible opportunity for democratic choice by the members?

[c] Does the executive committee hold regular meetings?

[d] Is provision made for continuity of service of officers for two or three years, either by extended terms or by a policy of re-election?

[e] Is the danger of too long tenure of office avoided by a policy or by a stated limit on the number of re-elections?

[4] *Committees*—A group of standing committees, so assigned as to cover the major continuing services of the association, supplemented by special committees for limited assignments.

[a] Are enough standing committees appointed to provide for continuing action on association objectives?

[b] Are committees appointed early, so as to give opportunity for planning during the summer?

[c] Are areas of committee work clear-cut so as to avoid duplicate effort?

[d] Are committees required to report to the executive committee?

[e] Are committees given adequate funds with which to carry out assignments?

[f] Is provision made for discharging committees when they have served their purpose?

[5] *Staff and headquarters*—For the large association, a paid staff working from a headquarters office, to supple-

Affiliated Local Associations

ment, but not replace, the volunteer services of officers and members.

[a] Is provision made for clerical service so that officers may not have to use their time for routine duties? _____

[b] Is provision made for professional services (e.g., executive secretary, public relations counsel), to coordinate the execution of the association's policies? _____

[c] Is a headquarters office maintained? _____

[6] *Dues*—Membership dues large enough to finance a professional program, handled thru businesslike budgeting and expending of the association's funds.

[a] Are local association dues large enough—perhaps \$1 a month—to finance a professional program of action? _____

[b] Are funds budgeted, audited, and reported to the membership in businesslike way? _____

[7] *Autonomy*—Cordial working relationships with the board of education and school executives (who may be association members) with no relinquishment of complete responsibility by the association for independent statements of policy and action.

[a] Does the association seek the cooperation of the schoolboard and the administrative authorities? _____

[b] In determining policy, does the association accord to opinions of administrative officers only the same weight accorded to opinions of other members? _____

[8] *Cooperation*—Maintenance of cooperative relationships with other community organizations and agencies.

[a] Does the association seek the advice and cooperation of other community groups in planning and carrying out educational projects that affect the community? _____

[b] Does the association cooperate in community planning groups and other community projects compatible with ideals and goals of the associations? _____

[9] *Affiliation*—Affiliation with and the establishment of two-way cooperation with the state education association and NEA.

[a] Is the association affiliated and actively cooperating with the state education association and the NEA? _____

[b] Does the association request consultation and help from the state education association and the NEA on projects in which these organizations can cooperate? _____

[c] Is provision made for helping to formulate policies and programs of state and national organizations by sending delegates, with expenses paid, to state and national conventions? _____

[d] Is the local association responsible for collecting dues for state and national associations? _____

[e] Does the association carry on all letterheads and publications indication of its state and national affiliations? _____

Program of Action

[10] *Professional services*—Continuing and special activities directed toward the professional growth of the members and continued improvement in professional services rendered to pupils.

[a] Is a fundamental objective of the association the kind of teaching that will seek to understand children and youth and help them to develop their individual possibilities to the highest possible level? _____

[b] Does the association sponsor at least one project a year aimed directly at improvement of professional services rendered by members? _____

[c] Are the varying needs of different groups of the membership recognized in the activities for professional growth? _____

[d] Does the association cooperate constructively in planning and improvement of the school system's administrative arrangements for teacher growth in service? _____

[e] Does the association seek to stimulate the members to work individually at self-evaluation and improvement of professional skills? _____

Affiliated Local Associations

[f] Is continuing attention given to the maintenance of high ethical standards in all teaching relationships? —

[1] *Esprit de corps*—Continuing and special activities directed toward building up and maintaining at a high level the esprit de corps and professional morale of the teaching profession.

[a] Does the association sponsor social and cooperative undertakings by which members grow in sense of status and pride in the teaching profession? —

[b] Are special efforts made to welcome new teachers into the profession and to utilize the contribution they can make? —

[c] Are efforts made to recruit promising young people for teacher education? —

[d] Are provisions made for personal courtesies and services to members, that will strengthen their sense of belonging to a group of professional friends? —

[12] *Teaching conditions and status—local provisions*—Continuing and special activities directed toward improving and maintaining at a high level local conditions of teaching and the economic status of teachers.

[a] Does the association have one or more committees for study and improvement of conditions of teaching and economic status of teachers? —

[b] Have provisions been made for cooperative economic services (*e.g.*, credit unions, group insurance, hospitalization) that the association can sponsor for its members? —

[13] *Teaching conditions and status—state and federal provisions*—Continuing and special activities directed toward establishment of state and federal legislation and administrative procedures that will guarantee adequate educational op-

portunities and conditions of teaching in state and nation.

[a] Does the association participate actively in efforts to improve state legislative standards that affect educational standards and conditions of teaching? —

[b] Does the association participate actively in efforts to improve federal legislation that may affect the adequacy of education? —

[14] *Citizenship*—Continuing and special activities directed toward discharging the civic responsibilities of the teaching profession, thru local, state, national, and world citizenship.

[a] Does the association assume responsibilities for rendering community services and offering leadership in cultural and educational undertakings for which the association may have special resources? —

[b] Are community problems affecting the welfare of children and youth given special attention in the civic activities of the association? —

[c] Are members urged to exercise the right of suffrage and to assume all other duties of responsible citizenship? —

[d] Does the association interpret citizenship broadly, by giving attention to issues and services that are of state, national, or world scope? —

[15] *Interpretation* — Continuing and special activities directed toward interpreting education and the profession to members of the association and to the public at large.

[a] Is use made of press, radio, and other agencies of mass communication to interpret the program and aims of the association? —

[b] Does the association observe American Education Week, and make the most of other opportunities to interpret the aims and program of public education to the citizens? —

It is unethical to accept the benefits while withholding support from organizations which secure and maintain them.

—NEW JERSEY CODE OF ETHICS

ACTIVITIES of LOCAL ASSOCIATIONS, 1946-47

MORE than a thousand local education associations cooperated in a survey of activities conducted by the NEA Research Division and summarized in the October 1948 *Research Bulletin*, "Local Education Associations at Work." Presidents of local associations were asked to check a long list of activities to show [1] whether or not each activity was engaged in and [2] whether it had been unsuccessful, successful, or outstandingly successful. Items checked by more than 10% of the associations are listed below, with figures to show the percent of associations of each type reporting the activity.

Activity	Percent of associations reporting the activity		Activity	Percent of associations reporting the activity	
	All inclusive	Class-room teacher		All inclusive	Class-room teacher
Improving Professional Services of Members			sonal attention to members who are ill		
Lectures, discussion groups, or forums on educational topics	61%	60%	Fellowship dinners or luncheons	56*	56*
Institutes or conferences of two or more sessions	28	25*	General get-togethers, such as teas	53*	55*
Participation by the association in administrative plans for inservice education of teachers	25	29	Sports, picnics, athletic groups	47*	55*
Arranging for university extension courses	19	13	Promoting membership in state education association	31*	26*
Maintaining or helping to maintain a professional library	22	18	Promoting membership in the National Education Association	76*	70*
Providing for committee studies and reports on instructional problems	14	16	Improving Conditions of Teaching and Economic Status of Teachers—Efforts at the Local Level		
Survey of teacher opinion as to urgent instructional problems	18	29	Association has worked for higher salaries for local educational staff	90*	94*
Developing or interpreting code of ethics	35	39	Association officially represented on administrative committee for revision of salary schedule	55*	57*
Building Esprit de Corps of Teaching Staff			Association officially represented on continuing committee for evaluation of credits and administration of salary schedule	27*	27*
Helping new teachers to get located in community	32	37	Efforts to secure equalization and reduction of teacher load	17	24
Receptions or other social functions for new teachers	55*	59*	Activities toward eliminating salary discrimination against women teachers	17	16*
Providing new teachers with handbook or other information about community and school system	21*	17	Activities to obtain or liberalize: Sick leave	47	45
Social functions and other recognition in honor of teachers who are retiring from service	44*	32*	Sabbatical leave	11	18
Recruiting to attract young people to teaching	25	29	Tenure or continuing contract	21	31
Systematic plan for sending cards or giving other personal attention to members who are ill			Efforts to establish or improve:		
			Group insurance	52*	52*
			Credit union	20*	32
			Group hospitalization	59*	53*

Affiliated Local Associations

Activity	Percent of associations reporting the activity		Activity	Percent of associations reporting the activity	
	All-inclusive	Class-room teacher		All-inclusive	Class-room teacher
Improving Conditions of Teaching and Economic Status of Teachers—Efforts at State and National Levels			Rendering Community and Civic Services		
<i>Activities on behalf of:</i>			Sponsoring public lectures or forums	24	25*
Tenure legislation	29	38	Providing music at public functions thru talent of association members	15*	13*
Retirement legislation	58	60	Participation in community welfare projects, such as community chest	55	54*
Legislation on better standards of certification	28	28	Cooperation with parent-teacher council	53	61
Legislation authorizing or liberalizing sick leave	27	21	Participation in community councils	22	25
Higher state minimum salary	78	81	Social functions honoring schoolboard members or other civic officials	34*	37*
Better plan of state financial support	67	57	Materials provided to newspapers	72	71
Legislation on improved school-district organization	19	20	Radio programs	19*	26
Federal aid to education	47	55	Occasional leaflet or letter to members	47	50*
<i>Devices used in promoting state legislation:</i>			Periodical publication for members	15*	22*
Legislators interviewed in home district by association members	73	79*	Copies of minutes of business meetings for all members	13*	9*
Noneducators asked by members of association to interview and write to legislators	74	77	Materials sent to state education journal	25	31
Qualified representatives of the local association sent to state capital to work for program	47	57*	Use of bulletinboards in schools	45	57
Delegations of teachers sent to state capital	29	29*	Occasional special reports distributed to members	49	52
Public meetings held on legislative issues	39	39*			

* Activities reported as outstandingly successful by at third of the associations engaging in the activity.

IN THE local education association is found the growing edge of the organized teaching profession. The face-to-face human relationships that are the basis for immediate action programs by local associations are in sum total the generalized problems of the teaching profession on which state and national associations base their programs. And in turn, all the efforts at the state and national level produce their ultimate results in local communities, and must be interpreted and utilized by local associations to be most effective.—WILLARD E. GIVENS, *Executive Secretary, NEA.*

DEVELOPING A LEGISLATIVE PROGRAM

THE FOLLOWING suggestions for action on the part of local associations were developed by the NEA Division of Legislative-Federal Relations.

Have Worthy Legislative Objectives

[1] *Legislative objectives should possess certain characteristics:*

[a] They should promise to make a substantial return to the general welfare.

[b] They must be directed at improvement of education of American youth.

[c] They must be capable of strengthening the teaching profession for greater national and world service.

[d] Their results, if attained, should be widespread thruout the nation.

[e] They should be attainable on a progressive basis beginning now.

[2] *Objectives must be developed democratically.*

[a] As far as possible they should originate in local education associations on the basis of actual, felt needs.

[b] Thru the Congressional District and state federal relation committees these needs should be transmitted to the NEA Legislative Commission for consideration when it develops its recommendations for the NEA Executive Committee and Representative Assembly.

[c] The local association should become the chief agency in developing federal school legislative policies for incorporation in NEA legislative agenda.

[3] *NEA legislative policy should be thoroly discussed in every local association in the United States.*

[a] At least one meeting of the local

should annually be devoted to this subject.

[b] Criticisms and suggestions should be transmitted to the Congressional District committee, thence to the state federal relations committee, thence to the NEA Legislative-Federal Relations Division for consideration by the NEA Legislative Commission.

[c] The program should be thoroly understood by local association delegates in the NEA Representative Assembly.

Select Committee with Great Care

[1] *Every local association should have a standing committee on federal school legislation.* (In some associations this function may be assigned to the committee handling state school legislation; this is often not to be desired.)

[2] The committee should be chosen with utmost care. *Members of the committee should be enthusiastic, hard workers, widely known both inside and outside the association, skilful in conversation, wise in planning, persevering in purpose. They should know "politics" and the legislative process—how a bill originates, how it is sponsored, how to win support for it, how to promote it. They must know that adjustability is the essence of attack with purpose remaining constant.*

The chairman should be the ablest and most experienced person in legislative service in the association.

Make Committee Assignment Clear

[1] The work the legislative committee is to do must be made definite.

[2] Before the first committee meeting

Affiliated Local Associations

there should be understanding between the local president and the legislative committee chairman.

[3] At the first meeting of the committee the president and perhaps the executive committee should be present.

[4] Among chief responsibilities of the legislative committee of the local are: to know the NEA legislative program; to inform association membership; to inform the public; to know how to get information quickly; to maintain close and constant liaison with the Congressional District and state federal relations committees; to survey the community for all resources available for use by the committee and to cultivate these—press, radio, civic clubs, leaders; to appraise frequently the progress made by the committee, amend plans, agree upon next steps; to develop close, friendly, and positive working relationships with the Congressman and US Senators.

Organize Committee for Work

[1] The over-all assignment to the committee must be broken down into logical fractions for further assignment to individuals on the committee.

[2] Someone on the committee must be responsible to develop expertness of knowledge on each objective in the NEA legislative agenda, and to develop such releases on each objective as may be required to inform the membership.

[3] In other parts of this outline reference is made to setting up speakers' bureaus, liaison service with your Congressman, use of press and radio. Each task must be "pinned down" by assignment to particular individuals.

[4] Persons receiving assignments must be provided adequate opportunities to make reports.

[5] The chairman should keep an accurate written record of assignments.

Check Individual Assignments

[1] The chairman must keep careful check on progress made by individual members on their assignments.

[2] An example: Miss Smith was named to become the committee's expert on objective "X." She is also to work for the support of 15 specifically named local civic clubs for this objective.

[a] After two weeks, she reports that seven clubs are already favorable to objective "X." Two weeks later, she has found that three additional clubs are favorable. She has additional material for a fine progress report.

[b] Meanwhile, she has prepared and disseminated a bulletin on objective "X." This fine progress is worth a special report.

[c] Her next assignment is to get letters from the club officers to the Congressman and Senators. This activity calls for frequent reports.

[3] Progress reports inspire confidence and greater activity.

Survey Your Community for Resources

[1] A Congressman is usually ready to vote for a bill which has widespread support among his constituents.

[2] Preliminary to winning support for an objective, the local legislative committee must know whose support in the community is necessary to convince Congressman and Senators that the people really want the bill passed.

[3] The committee should list these "resources" in the community: civic clubs; newspaper editors; radio stations; business and labor leaders; leading minis-

Affiliated Local Associations

ters; board of education; social workers; members of local and Congressional District policy committees; leaders in municipal and county government.

[4] Each resource must be assigned for development to some member of the committee. The committee should enlist the services of other association members in order to accomplish much with a minimum of effort, and to develop more interested workers thru participation.

Inform Your Members

[1] Keep the association membership well informed.

[2] What should the members know? NEA legislative objectives; needs behind them; what their attainment will mean to community, state, nation; status of pending school legislation; how local association integrates its work with Congressional District, state, national legislative agencies; what their Congressman and Senators are doing on pending bills approved by local association.

[3] How can the committee keep members informed? Bulletins, newspapers, conferences with building or zone representatives; special releases; chain phone calls.

Inform Your Public

[1] The legislative committee has a key duty in sharing vital information on school legislation with the public.

[2] Who are the laymen who should be well informed? Chairmen and members of education committees of civic, labor, management, and other local organizations; judges and other officers working with juvenile delinquency; the "courthouse gang"; newspaper editors;

parent-teacher groups; influential leaders not affiliated with local clubs.

[3] What are some of the means for informing the public? Speakers bureaus; radio; press; pulpit; public forums; open meetings of local association.

Set up a Community Council

[1] Some local associations have produced excellent results thru establishing a community council.

[2] Its main function is to coordinate the work of community groups represented thereon in the development of school legislative objectives. It is in the main an action, not a policy-making, group.

[3] Great care must be exercised in selecting members for the council with particular reference to securing the real leaders and avoiding intergroup conflicts.

[4] The local president and legislative committee chairman should, as a rule, seek advice of key lay leaders whose eligibility to the council is early established. Avoid hasty selection.

Work Closely with State Leaders

[1] The local committee must work closely with Congressional District, state, and national legislative agencies.

[a] Local chairmen will keep in constant touch with the chairman of the Congressional District committee, or otherwise the chairman of the state federal relations committee.

[b] The Congressional District, or state chairman, will advise the local chairman when "a flow of letters" should be sent to Congressman or Senators.

[c] The local chairman must follow

Affiliated Local Associations

the lead on many other activities, after local resources are ready for action.

[2] Responsibility for maintaining contacts with Congressional District or state chairman is a two-way responsibility. It is heaviest with the Congressional District or state chairman. But the local chairman must take the initiative when in doubt.

Know Your Congressman

[1] *Success in working with one's Congressman depends upon close personal relations based upon mutual confidence and goodwill.* Committee personnel should include one or more persons well and favorably known to the Congressman and, if possible, to the two US Senators. Some committee members should be well acquainted with close friends of the Congressman and Senators.

[2] If the local association issues a publication, space should be devoted to accomplishments and views of the Congressman on federal school bills. Copies should be sent to him. As a rule, develop publicity on a personal rather than partisan basis.

[3] Especially with larger locals, Congressman and Senators should at least once a year be invited to address a general association meeting, perhaps a dinner. These should command communitywide attention.

[4] The legislative committee should have at least one conference with the visitor while he is in town, to discuss status of pending federal school legislation, and how the local association can best cooperate in its promotion.

Write Your Congressman

[1] One person, preferably the chair-

man of the legislative committee, should be designated to keep the Congressman informed of the viewpoint of the local association on legislative questions.

[2] Letters should be brief—not more than one page, friendly and personal, to the point; say what the local believes; solicit the Congressman's support; state why he should give his support; request a reply. Letters should never be threatening, unfriendly, or dictatorial.

[3] Form letters should be avoided.

[4] In a letter-writing or telegram campaign, communications should come from all over the Congressional District rather than from two or three communities or school buildings.

Visit Your Congressman

[1] The best way to get acquainted with your Congressman is to visit him. Get an appointment with him. Ask for sufficient time to explore your problems thoroly with him. Let him know in advance what you want to talk about.

[2] Prepare carefully for the conference: The group should be kept small. Each person should be especially well prepared on at least one issue to be treated in the conference—better informed than the Congressman. Just prior to the conference, the persons meeting with the Congressman should assemble to review main points to be developed, and to shape questions. Keep conference friendly, personal, informal.

[3] The conference should not be used to place the Congressman on "a hot spot." Basically the event is in the nature of a workshop.

[4] *With few exceptions*, publicity given to the conference should be approved in advance by the Congressman.

Affiliated Local Associations

Know Your Candidates

[1] To vote wisely, teachers must know the views of all candidates on school legislative issues.

[2] Either the local legislative committee or the Congressional District committee should interview all candidates for Congress to discover their views on pending school questions. (The state federal relations committee will do this with candidates for the US Senate.)

[3] Conference with candidates should be most carefully planned.

[4] The use of questionnaires is, as a rule, not as desirable as interviews.

[5] In personal interviews, candidates should be urged to prepare written statements, describing their position on school issues, with assurance that these will be distributed verbatim, without editorial comment, to all association members.

[6] Some candidates welcome an opportunity to present their views in a general meeting of the local association, followed by a question-and-answer period.

Use Your Ballot

[1] All teachers must vote intelligently and often as a group.

[2] The legislative committee must inform all members of the local association concerning views of candidates.

[3] Notices of election dates should be given well in advance.

[4] Teachers must be reminded to register for the election. The legislative committee must check and recheck.

[5] Every absent teacher must be persuaded to cast an absentee ballot.

[6] Teachers should urge their friends to vote for sound school candidates.

Make the Most of Election Day

[1] The legislative committee should set up a hard-working organization to get out the teacher vote on election day.

[2] One or more meetings of these workers should be held for instructions.

[3] Lists of all teachers in the local association, with addresses and telephone numbers, should be available for workers.

[4] Midmorning of election day all teachers should be urged to vote.

[5] A recheck should be made by mid-afternoon. If there is doubt of the intent of the teacher to vote, an offer should be made to provide transportation to and from the polls.

[6] Workers should check with teachers to see if they have met their quotas in securing lay votes for candidates.

[7] Committees should try to have some teachers named to election boards.

Make Post-Election Survey

[1] The committee should, following election day, survey results. Did teachers vote? For the best qualified candidates? Did teachers win support of laymen for candidates running on sound school legislative planks?

[2] This information can be secured thru surveys by building representatives and thru use of questionnaires.

[3] The role of the teacher vote in election results should be appraised. Such appraisal should be shared with members of the local associations. Candidates, successful and unsuccessful, should realize the role of the teacher vote in election returns.

Preserve Essential Records

[1] The committee should have at

Affiliated Local Associations

least one letter-filing cabinet or an equivalent space conveniently located. Material should be filed with care.

[2] Many records are important and should be preserved over a period of at least two or three years, such as: annual reports of committees; progress reports by members; pamphlets from state and national education associations; correspondence with Congressional District and state chairmen of federal-relations committees; community survey reports; newspaper and magazine stories; annual audits of funds.

[3] Discard unneeded material.

[4] In setting up a system of filing, the committee chairman should have the services of a staff member trained in this field.

Finance Your Program

[1] The legislative committee should have a budget.

It should be approved in regular meeting of the local association.

[2] Funds are needed for correspondence, telegrams, telephone calls, essential travel to approved meetings, dissemination of information, speakers, procurement of bulletins and pamphlets, expenses for Congressmen and Senators if they appear to speak for local associations, conferences with laymen.

[3] Funds received and expended by the local legislative committee should be audited in the same way as other funds.

Organize a Congressional District Committee

[1] A local education association committee is dependent upon facilities to cooperate with other local associations in the Congressional District. A Congress-

sional District Committee is highly desirable.

[2] The personnel of this committee should be selected by the state education association. It should include some chairmen of strong local legislative committees; outstanding school leaders; two or three school leaders personally acquainted with the Congressman and, if possible, one or both Senators.

[3] The personnel should represent all parts of the Congressional District.

[4] The chairman should know the Congressman personally and should, of course, be vigorously and enthusiastically in favor of school legislative objectives.

[5] The Congressional District Committee should be adequately financed.

Make Its Functions Clear

[1] Functions of Congressional District Committee should be defined by state federal-relations committee.

[2] Chief responsibilities of the Congressional District Committee include:

[a] Passing information on to the chairmen of local association committees.

[b] Motivating local committees to action.

[c] Coordinating and integrating the work of local committees in the District.

[d] Interviewing candidates for Congress.

[e] Sharing information gleaned in such interviews with local chairmen.

[f] Keeping the state federal-relations committee fully informed on work in the District.

[g] Cooperating with the state federal-relations committee in working with United States Senators.

[h] Encouraging appearances of the Congressman at meetings of teachers.

Affiliated Local Associations

[i] Issuing special bulletins and releases for local legislative-committee uses.

[3] The Congressional District Committee is responsible for welding local associations into a closely cooperating, hard-hitting team, and in turn causing this team to become an important part of the entire state organization.

State Federal-Relations Committee

The chief task of a state federal-relations committee is that of motivating, thru leadership outstanding in its high caliber, the growth and service of Congressional District and local education association legislative committees.

The supreme test of the effectiveness of the state federal-relations committee, and of its regional and local working units, is the extent to which members of

the Senate and the House of Representatives support sound school legislative objectives. As long as a member of any state delegation in Congress is opposed to such objectives, the task before the state, regional, and local teacher organizations is short of accomplishment.

The state federal-relations committee is a liaison agency which interprets problems and coordinates action between the NEA on the one hand and, on the other hand, Congressional District and local legislative committees.

For the most part the state federal-relations committee must do the work essential in establishing relationships with the two United States Senators from its state that logically fall to the Congressional District and local legislative committees in establishing appropriate relationships with Congressmen.

THE only cure for inequality and denial of educational opportunity is federal aid for public education. This should be provided under a plan whereby the national government supplements state and local funds with enough aid to put the financing of public education on an adequate foundation in all school systems, and which distributes the federal aid in a manner that continues local and state control of the schools.

—JOHN K. NORTON, *in* Still Unfinished.

NEA AFFILIATED LOCAL ASSOCIATIONS

THE local education association is the foundation upon which every other endeavor of the organized profession must rest. Affiliation of local associations with their state associations and with the National Education Association is an important step which every local education association should take. Affiliation strengthens the local association by value of service received and at the same time it strengthens the state and national associations.

Information regarding affiliation of your local education association with your state education association should be obtained from the office of your state association.

A local education association or teachers organization within a state, territory, or district which affiliates with the NEA is entitled to elect one delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are also members of the national Association. These delegates are designated local delegates. Annual affiliations dues of local associations are \$5, except in areas with 100 percent NEA membership in the administrative unit, which pay no fee. There are now 2369 local groups affiliated.

Affiliated associations receive all regular publications of the Association—the *Journal*, *Research Bulletins*, the *Annual Volume of Addresses and Proceedings*, and other reports of interest.

Listed below are the local associations affiliated with the NEA as of May 31, 1948. The date following the name of each local indicates the year from which it has maintained *continuous* affiliation.

There will probably be some errors in listings. For example, it is not always clear from the title of an association whether it is a city or a county organization. Any errors noted in this list should be reported to the National Education Association so that corrections can be made in future editions of this HANDBOOK.

Alabama

COUNTY ASSOCIATIONS

Baldwin County Teachers Assn—40
Bibb County Teachers Assn—39
Blount County Education Assn—44
Butler County Teachers Assn—45
Calhoun County Teachers Assn—40
Chilton County Teachers Assn—40
DeKalb County Teachers Assn—40
Elmore County Teachers Assn—47
Escambia County Teachers Assn—47
Etowah County Education Assn—46

Hale County Teachers Assn—46
Houston County Teachers Assn—47
Jefferson County Teachers Assn—40
Lauderdale County Teachers Assn—41
Limestone County Teachers Assn—42
Lowndes County Teachers Assn—40
Madison County Classroom Teachers Assn—47
Madison County Teachers Assn—40
Marion County Teachers Assn—39
Monroe County Teachers Assn—44
Morgan County Teachers Assn—43
Pike County Teachers Assn—45
Randolph County Teachers Assn—40
Talladega County Teachers Assn—47

Affiliated Local Associations

Tuscaloosa County Teachers Assn—41
Walker County Teachers Assn—40

CITY ASSOCIATIONS

Athens City Teachers Assn—45
Bessemer Education Assn—22
Birmingham Classroom Teachers Assn—45
Birmingham Teachers Assn—21
Carbon Hill Teachers Assn—42
Decatur Teachers Assn—47
Fairfield Teachers Assn—46
Huntsville Teachers Assn—47
Mobile Education Assn—39
Montgomery Teachers Assn—43
Selma Teachers Assn—39
Tarrant Teachers Assn—37
Tuscaloosa City Teachers Assn—39

FTA CHAPTERS

Florence, State Teachers College—46
Huntsville, Oakwood College—45
Montevallo, Alabama College—48
Troy, Troy State Teachers College—48
Tuskegee Institute, Tuskegee Institute—47

Arizona

COUNTY ASSOCIATIONS

Pima County Teachers Assn—41
Yuma County Classroom Teachers Assn—41

CITY ASSOCIATIONS

Douglas Education Assn—46
Flagstaff Local Education Assn—45
Globe Classroom Teachers Assn—46
Holbrook Classroom Teachers Assn—46
Jerome Education Assn—45
Mesa Classroom Teachers Assn—39
Prescott Education Assn—40
Roosevelt Classroom Teachers Assn—47
Tempe Education Assn—44
Tucson Education Assn—21
Virden Teachers Assn—48
Williams Classroom Teachers Assn—44
Winslow Classroom Teachers Assn—46

REGIONAL or DISTRICT ASSOCIATIONS

Amphitheater Classroom Teachers Assn—46
Lower Miami Classroom Teachers Assn—44
Miami Area Education Assn—44
Salt River Valley Classroom Teachers Assn—40

COLLEGES and UNIVERSITIES

Phoenix Junior College Teachers Club—45

FTA CHAPTERS

Flagstaff, Arizona State College—39
Tempe, Arizona State Teachers College—44

Arkansas

COUNTY ASSOCIATIONS

Ashley County Unit, NEA—46
Boone County Teachers Assn—47
Bradley County Teachers Assn—48
Chicot County Education Assn—46
Cleveland County Teachers Assn—46
Columbia County Teachers Assn—46
Conway County Classroom Teachers Assn—47
Conway County Education Assn—48
Crawford County Unit, AEA—39
Crittenden County Education Assn—47
Faulkner County Teachers Assn—44
Fulton County Teachers Assn—46
Grant County Classroom Teachers Assn—39
Hempstead County Classroom Teachers Assn—46
Hempstead County Education Assn—47
Howard County Chapter, NEA—46
Jackson County Teachers Assn—47
Jefferson County Rural Teachers Assn—47
Johnson County Teachers Assn—46
Lawrence County Teachers Assn—46
Lee County Education Assn—46
Lincoln County Education Assn—48
Little River County Teachers Assn—46
Logan County Unit of the AEA—47
Madison County Teachers Assn—47
Monroe County Classroom Teachers Assn—47
Montgomery County Education Assn—47
Ouachita County Education Assn—48
Perry County Teachers Assn—48
Phillips County Teachers Assn—45
Prairie County Classroom Teachers Assn—48
Pulaski County Teachers Assn—48
St. Francis County Teachers Assn—46
Saline County Classroom Teachers Assn—48
Scott County Teachers Assn—48
Sevier County Teachers Assn—48
Sharp County Education Assn—47
South Sebastian County Education Assn—45
Union County Teachers Assn—41
Woodruff County Education Assn—48
Yell County Teachers Assn—45

Affiliated Local Associations

CITY ASSOCIATIONS

Arcadelphia Classroom Teachers Assn—47
Benton Classroom Teachers Assn—46
Blytheville Teachers Assn—47
Clarksville Teachers Assn—47
El Dorado Classroom Teachers Assn—41
Forrest City Classroom Teachers Assn—47
Forrest City School District Assn, #7—47
Fort Smith Classroom Teachers Assn—39
Fort Smith Education Assn—48
Helena-West Helena Classroom Teachers Assn—47
Hot Springs Education Assn—39
Jonesboro Faculty Club—47
Little Rock Classroom Teachers Assn—26
Morrilton School District 32—46
Mountainburg Classroom Teachers Assn—47
North Heights Classroom Teachers Assn—48
North Little Rock Classroom Teachers Assn—38
Russellville Classroom Teachers Assn—38
St. Paul High School District Assn—46
Sebastian Classroom Teachers Assn—47
Siloam Springs Classroom Teachers Assn—47
Van Buren School District—45
Walnut Ridge Classroom Teachers Assn—47
Wilson Classroom Teachers Assn—47

FTA CHAPTERS

Fort Smith, Fort Smith Junior College—48

California

COUNTY ASSOCIATIONS

Alameda County Educational Assn—23
Alameda County Teachers Assn—45
Contra Costa County Education Assn—45
Del Norte County Teachers Assn—48
Fresno County Division Unit, California Teachers Assn—42
Marin County Teachers Assn—39
Northern San Joaquin County Teachers Assn—45
Sacramento County Teachers Assn—35
San Diego County Teachers Assn—29
San Mateo County Teachers Assn—27
Santa Clara County Teachers Assn—21
Santa Cruz County Rural Teachers Assn—47
Solano County Elementary Teachers Assn—47
Sonoma County Teachers Assn—45
Stanislaus County Teachers Assn—26
Tuolumne County Educational Assn—47
Yuba County Classroom Teachers Assn—48

CITY ASSOCIATIONS

Affiliated Teacher Organizations of Los Angeles—39
Alameda Grade Teachers Club—24
Alhambra City Teachers Club—34
Anaheim Elementary Teachers Club—48
Arcadia Teachers Club—47
Bakersfield Division, California Teachers Assn—23
Bakersfield Teachers Club—47
Barstow Elementary Teachers Club—48
Bay Classroom Teachers League—34
Bellflower Teachers Assn—47
Berkeley Teachers Assn—21
Beverly Hills Teachers Club—38
Brawley Elementary Teachers Assn—41
Brea Teachers Club—44
Burbank City Teachers Assn—27
Chaffey Teachers Club—47
Chino Teachers Club—47
Chula Vista Faculty Club—48
Compton City Teachers Club—41
Compton Union Secondary Teachers Club—37
Corona Teachers Assn—39
Coronado Teachers Assn—48
Culver City Teachers Club—47
East Bakersfield High School Teachers Club—48
El Centro Elementary Teachers Club—47
El Segundo Teachers Club—47
Escondido Teachers Club—47
Fresno City Council of Education—23
Glendale Teachers Club—21
Inglewood High School Teachers Club—48
Jefferson School District Classroom Teachers Assn—47
Long Beach Assn of School Principals—48
Long Beach City Teachers Club—22
Los Angeles Adult Education Assn—39
Los Angeles Assn for Early Childhood Education—25
Los Angeles Assn of Secondary School Administrators—25
Los Angeles Elementary Principals Club—23
Los Angeles Elementary Teachers Club—21
Los Angeles High School Teachers Assn—21
Los Angeles Probationary and Substitute Teachers Assn—39
Madera Elementary Teachers Assn—47
Merced Division, California Teachers Assn—41
Merced Union Elementary Faculty Club—48
Montebello Teachers Assn—41
Monterey City Teachers Assn—48
Mountain View District Teachers Club—46

Affiliated Local Associations

Oakland Teachers Assn—21
Oakland Teachers Assn, Elementary Section—47
Ontario Elementary Teachers Club—47
Palo Alto Teachers Assn—44
Palo Verde Teachers Assn—47
Paramount Elementary Teachers Club—40
Pasadena Teachers Assn—23
Piedmont Teachers Assn—47
Pittsburg Education Assn—47
Porterville Elementary Teachers Club—47
Redondo Beach City Teachers Club—48
Richmond Teachers Assn—23
Riverside Teachers Assn—40
Sacramento City Teachers Assn—29
Salinas Council, California Teachers Assn—47
Salinas Union High School Branch, California Teachers Assn—47
San Bernardino Teachers Club—39
San Diego Administrators Club—33
San Diego Teachers Assn—21
San Francisco Classroom Teachers Assn—21
San Francisco Elementary Vice Principals Assn—39
San Jose Teachers Assn—45
San Leandro Teachers Assn—47
San Lorenzo Teachers Assn—48
San Luis Obispo Classroom Teachers Club—47
San Rafael Teachers Assn—38
Santa Ana City Teachers League—47
Santa Barbara Teachers Club—21
Santa Monica Classroom Teachers Assn—21
Santa Paula Elementary Classroom Teachers Club—47
South Bay Teachers Assn—47
South Pasadena Education Assn—24
Stockton Elementary Teachers Assn—21
Stockton Teachers Assn—46
Teachers Assn of San Francisco—39
The Associated Pomona Teachers—40
Vallejo Teachers Assn—45
Ventura Elementary Teachers Assn—47
Vineland District Teachers Assn—48
Wasco Elementary Teachers Club—39
Whittier Elementary Teachers Assn—48
Whittier Union High School Teachers Club—47

COLLEGES and UNIVERSITIES

Compton College Faculty Club—47

REGIONAL or DISTRICT ASSOCIATIONS

California Assn for Childhood Education—26
California Assn for Health, Physical Education, and Recreation—39

California Assn of Teachers of Hard of Hearing—39
California Elementary School Principals Assn—31
California Elementary School Principals Assn, Southern Section—28
California Society of Secondary Education—39
Department of Classroom Teachers of the CTA, Bay Section—34
Department of Classroom Teachers of the CTA, Central Section—40
Department of Classroom Teachers of the CTA, Central Coast Section—41
Department of Classroom Teachers of the CTA, Northern Section—38
Department of Classroom Teachers of the CTA, Southern Section—38

FTA CHAPTERS

Angwin, Pacific Union College—44
Long Beach, Long Beach City College—39
Los Angeles, East Los Angeles Junior College—47
Santa Monica, Santa Monica City College—41
Stockton, College of the Pacific—48

Colorado

COUNTY ASSOCIATIONS

Huerfano County Teachers Assn—26
Montrose County Elementary Teachers Assn—48
Montrose County High School Education Assn—48
Otero County Teachers and School Directors Assn—35

CITY ASSOCIATIONS

Boulder Community Education Assn—21
Colorado Springs Clrm. Teachers Assn—21
Denver Classroom Teachers Assn—21
Denver Principals and Directors Assn—21
Denver Teachers Club—21
Greeley Classroom Teachers Assn—29
Gunnison Community Education Assn—44
La Junta Teachers Club—30
Longmont Classroom Teachers Assn—44
Montrose Classroom Teachers Assn—48
Pueblo Classroom Teachers Assn—48
Pueblo Community Education Assn—21
Sterling Federated Teachers Club—21
Trinidad Classroom Teachers Assn—44

COLLEGES AND UNIVERSITIES

Mesa College Faculty Assn—46

Affiliated Local Associations

REGIONAL or DISTRICT ASSOCIATIONS

Department of Classroom Teachers of the CEA
—34

FTA CHAPTERS

Denver, Colorado Woman's College—48
Denver, University of Denver—47
Grand Junction, Mesa College—41
Pueblo, Pueblo Junior College—41

Connecticut

COUNTY ASSOCIATIONS

[none]

CITY ASSOCIATIONS

Ansonia Teachers League—39
Beacon Falls Teachers League—46
Bridgeport Teachers Assn—26
Bristol Teachers Assn—39
Danbury Teachers Assn—25
Darien Teachers Assn—35
East Hartford Teachers Club—22
East Haven Teachers League—34
Enfield Teachers Assn—39
Fairfield Teachers Assn—33
Glastonbury Teachers Assn—40
Guilford Teachers Club—39
Hamden Teachers League, Inc.—44
Hartford Teachers League—36
Manchester Teachers Club—39
Meriden Teachers Assn—40
Middletown Teachers Club—24
Middletown Town Teachers Assn—44
Milford Teachers League—47
Montville Teachers Assn—46
Naugatuck Teachers League—36
New Britain Teachers Club—41
New Haven Teachers League—23
New London Education Assn—35
New Milford Teachers Assn—46
Newington Teachers Club—44
North Haven Faculty Club—47
Norwalk Teachers Assn—28
Norwich Suburban Education Assn—47
Norwich Teachers League—30
Old Lyme Teachers Assn—45
Plymouth Teachers Assn—39
Portland Teachers Club—46
Ridgefield Teachers Assn—40
Rockville Teachers Club—39
Seymour Teachers League—25

Shelton Teachers League—34
Simsbury Teachers Assn—47
Stafford Teachers Club—39
Stamford Teachers Assn—21
Stonington Teachers Assn—46
Stratford Teachers Assn—24
Thomaston Teachers Assn—39
Thompson Teachers Assn—47
Torrington Teachers Assn—35
Wallingford Teachers Assn—33
Waterbury Teachers Assn—27
Watertown Teachers Assn—40
West Hartford Teachers Assn—39
West Haven Teachers Assn—34
Westport Teachers League—46
Winchester Teachers Assn—39
Windsor Teachers Club—47

FTA CHAPTERS

Danbury, Danbury State Teachers College
—39

Delaware

COUNTY ASSOCIATIONS

Kent County Education Assn—39
New Castle County Classroom Teachers Assn—
47
New Castle County Education Assn—41

CITY ASSOCIATIONS

Wilmington Teachers Assn—25

District of Columbia

CITY ASSOCIATIONS

Columbian Educational Assn—24
D. C. Highschool Teachers Assn—21
D. C. Junior-Highschool Teachers Assn—34
D. C. Vocational Assn—44
Elementary Classroom Teachers Assn of D. C.
—37
Washington Elementary Classroom Teachers
Assn—47
Washington Junior High School Classroom
Teachers Assn—47
Washington Senior High School Teachers Assn
—47

FTA CHAPTERS

Howard University—43
The American University—48
The George Washington University—41
Wilson Teachers College—41

Florida

COUNTY ASSOCIATIONS

Alachua County Classroom Teachers Assn—47
Broward County Classroom Teachers Assn—46
Dade County Classroom Teachers Assn—31
Duval County Classroom Teachers Assn—48
Duval County Education Assn—46
Hillsborough County Education Assn—40
Hillsborough County Intermediate Teachers Council—48
Lee County Classroom Teachers Assn—38
Leon County Classroom Teachers Assn—46
Manatee County Classroom Teachers Assn—46
Marion County Teachers Assn—39
Martin County Classroom Teachers Assn—46
Monroe County Teachers Assn—39
Orange County Classroom Teachers Assn—44
Palm Beach County Classroom Teachers Assn—46
Pinellas County Classroom Teachers Assn—42
Polk County Classroom Teachers Assn—42
St. Johns County Classroom Teachers Assn—47
St. Lucie County Classroom Teachers Assn—46
Sarasota County Classroom Teachers Assn—42
Seminole County Teachers Club—47
Suwannee County Classroom Teachers Assn—47
Walton County Classroom Teachers Assn—40
Winter Haven Chapter, Polk County—45

CITY ASSOCIATIONS

Bartow Classroom Teachers Assn—47
Lakeland Classroom Teachers Assn—47
Pensacola City Teachers Assn—40
Tampa Classroom Teachers Assn—28

FTA CHAPTERS

DeLand, John B. Stetson University—42
Lakeland, Florida Southern College—39
St. Petersburg, St. Petersburg Junior College—45
Tampa, University of Tampa—42

Georgia

COUNTY ASSOCIATIONS

Atkinson County Unit, Georgia Education Assn—47
Berrien County Education Assn—47
Bibb Education Assn—38
Brantley County Unit, Georgia Education Assn—47
Bullock County Educational Assn—48

Burke County Unit—47
Butts County Teachers Assn—47
Camden County Teachers Assn—47
Catoosa County Teachers Assn—47
Charlton County Educational Assn—47
Chatham County Negro Teachers Assn—46
Chatham County Unit, Georgia Education Assn—43
Chattooga County Unit, Georgia Education Assn—47
Cherokee County Teachers Assn—46
Clarke County Unit, Georgia Education Assn—47
Cobb County Teachers Assn—47
Effingham County Teachers Assn—47
Elbert County Teachers Assn—47
Emanuel County Unit, Georgia Education Assn—47
Evans County Education Assn—47
Fannin County Unit, Georgia Education Assn—47
Fulton County Teachers Assn—46
Glynn County Teachers Assn—41
Gordon County-Calhoun Unit, Georgia Education Assn—47
Grady County Unit, Georgia Education Assn—47
Hall County Local Unit, Georgia Education Assn—47
Hancock County Unit, Georgia Education Assn—47
Houston County Educational Assn—47
Jenkin County Teachers Assn—47
Jones County Unit, Georgia Education Assn—47
Lanier County Education Assn—47
Madison County Teachers Assn—47
Marion County Teachers Assn—47
Meriwether County Education Assn—47
Monroe County Education Assn—47
Montgomery County Local Unit, Georgia Education Assn—47
Morgan County Teachers Assn—47
Muscogee County Teachers Assn—47
Oconee County Local Unit, Georgia Education Assn—47
Peach County Unit, Georgia Education Assn—47
Pike County Unit, Georgia Education Assn—47
Pulaski County Education Assn—47
Rockdale County Education Assn—41
Spalding County Teachers Assn—47
Sumter County Unit, Georgia Education Assn—47
Talbot County Teachers Assn—48

Affiliated Local Associations

Tift County Teachers Assn—47
Troup County Teachers Assn—47
Washington County Teachers Assn—47
White County Local Unit, Georgia Education Assn—48
Wilcox County Unit, Georgia Education Assn—47

CITY ASSOCIATIONS

Americus Teachers Council—47
Athens City Education Assn—44
Cedartown Local Unit, Georgia Education Assn—47
Columbus Education Assn—39
Decatur Educational Assn—47
Eatonton, Putnam Unit, Georgia Education Assn—47
Gainesville Education Assn—47
LaGrange Educational Assn—47
McDuffie Unit, Georgia Education Assn—47
Newnan Education Assn—47
Rome Education Assn—47
Tallapoosa Unit, Georgia Education Assn—47
Toccoa Local Unit, Georgia Education Assn—47
Trion City Education Assn—47
Wilkes Education Assn—47

COLLEGES and UNIVERSITIES

Georgia Southwestern College Education Assn—47

FTA CHAPTERS

Augusta, Paine College—47
Carrollton, West Georgia College—48
Cleveland, Truett-McConnell Junior College—47
Macon, Mercer University—47
Milledgeville, Georgia State College for Women—39
Waleska, Reinhardt College—47
Young Harris, Young L. G. Harris College—43

Idaho

COUNTY ASSOCIATIONS

Ada County Highschool Teachers Assn—38
Power County Teachers Assn—48

CITY ASSOCIATIONS

Boise Teachers Assn—42
Burley Education Assn—29
Caldwell Classroom Teachers Assn—48
Coeur d'Alene Education Assn—48

Idaho Education Association of Twin Falls—44
Idaho Falls Education Assn—37
Lewiston Classroom Teachers Organization—47
Lewiston Faculty Club—42
Nampa Education Assn—36
Pocatello Education Assn—21
Rexburg Teachers Assn—46

FTA CHAPTERS

Boise, Boise Junior College—40
Nampa, Northwest Nazarene College—39
Rexburg, Ricks College—41

Illinois

COUNTY ASSOCIATIONS

Christian County Teachers Assn—48
Crawford County Teachers Assn—47
Jo Daviess County Education Assn—47
Livingston County Teachers Assn—21
Logan County Classroom Teachers Assn—46
Moultrie County Teachers Assn—40
Rock Island County Teachers Club—37
St. Clair County Teachers Assn—42
Saline County Teachers Assn—40
Vermillion County High School Principals Assn—39

CITY ASSOCIATIONS

Alton Education Assn—47
Argo Community High School Teachers Assn—46
Association of Chicago Teachers—25
Batavia Teachers Assn—48
Belvidere Education Assn—48
Brookfield Education Assn—48
Canton Education Assn—46
Carbondale Education Assn—48
Centralia City Schools Teachers Assn—46
Champaign Teachers Assn—40
Chicago Principals Club—22
Chicago Public School Kindergarten-Primary Assn—21
Chicago Teachers Federation—36
Chicago Teachers Union—41
Classroom Teachers of School District, #190—47
Danville Education Assn—39
Decatur Public School Teachers Assn—27
Dixon Teachers Assn—47
East St. Louis Classroom Teachers Fellowship Society—21
East St. Louis Education Assn—21
Elgin Teachers Assn—47

Affiliated Local Associations

Evanston Teachers Club—21
Faculty Club of District 102—46
Freeport Teachers Assn—45
Galena Teachers Club—39
Galesburg Teachers Club—39
Hillsboro Community Education Assn—47
Hinsdale Teachers Assn—48
J. Sterling Morton Education Assn—40
Jacksonville Teachers Assn—41
Joliet Teachers Assn—40
Joliet Township High School and Junior College Teachers Assn—21
Kewanee Teachers Assn—47
Litchfield Elementary Teachers Assn—47
Mattoon City Teachers Assn—42
Moline Classroom Teachers Assn—43
Mount Carmel Education Assn—47
Mount Vernon Education Assn—48
Naperville Teachers Assn—47
North Chicago Education Assn—48
Oak Park Dept of Classroom Teachers—45
Pana Education Assn—47
Paris Teachers Assn—48
Pekin Elementary Teachers Club—23
Pekin Teachers Alliance—47
Peoria Teachers Club—30
Pinckneyville Education Assn—47
Quincy Teachers Assn—37
River Forest Education Assn—41
Riverside Teachers Council—48
Rockford Education Assn—21
Rock Island Classroom Teachers Assn—44
Springfield Classroom Teachers Assn—30
Stockton Teachers Assn—47
Streator Township High School Faculty Club—47
Taylorville Township High School Teachers Assn—47
Twin Cities Classroom Teachers Org—48
United Township High School Classroom Teachers Assn—47
Urbana Teachers Assn—41
Warren Teachers Assn—47
Waukegan City Teachers Assn—37
Wood River and Hartford Department of Classroom Teachers—46

COLLEGES and UNIVERSITIES

Illinois State Training School for Boys Education Assn—48

REGIONAL or DISTRICT ASSOCIATIONS

Blackhawk Division, Illinois Education Assn—23

Central Division, Illinois Education Assn—29
Centralia Township Education Assn—46
Chicago Area Business Educators Assn—41
Chicago Division, Illinois Education Assn—24
DuPage Valley Division, Illinois Education Assn—32
East Central Division, Illinois Education Assn—26
Eastern Division, Illinois Education Assn—21
Illinois Valley Division, Illinois Education Assn—21
Lake Shore Division, Illinois Education Assn—21
Mississippi Valley Division, Illinois Education Assn—35
Northeastern Division, Illinois Education Assn—21
Northwestern Division, Illinois Education Assn—26
Peoria Division, Illinois Education Assn—32
Rock River Division, Illinois Education Assn—29
South Central Division, Illinois Education Assn—21
Southeastern Division, Illinois Education Assn—29
Southern Division, Illinois Education Assn—32
Southwestern Division, Illinois Education Assn—31
Western Division, Illinois Education Assn—27

FTA CHAPTERS

Alton, Shurtleff College—44
Carbondale, Southern Illinois Normal University—39
Elmhurst, Elmhurst College—47
Greenville, Greenville College—47
Kankakee, Olivet Nazarene College—44
Macomb, Western Illinois State Teachers College—45
Normal, Illinois State Normal University—46

Indiana

COUNTY ASSOCIATIONS

Benton County Education Assn—44
Floyd County Teachers Federation—45
Gibson County Teachers Federation—47
Howard County Teachers Federation—47
LaPorte County Teachers Federation—47
Marion County Classroom Teachers Assn—44
Porter County Teachers Club—46
St. Joseph County Teachers Assn—48
Starke County Teachers Federation—41

Affiliated Local Associations

Tippecanoe County Federation of Public School Teachers—47
White County Federation of Public School Teachers—47
Whitley County Teachers Federation—45

CITY ASSOCIATIONS

Anderson Federation of Teachers #519—39
Bedford Federation of Public School Teachers—40
Bloomington Public School Teachers Assn—35
Bluffton Teachers Assn—46
Brazil City Federation of Public School Teachers—45
Columbus Teachers Federation—43
Connersville Federation of Public School Teachers—45
Crawfordsville Federation of Public School Teachers—43
Crown Point School Federation—47
East Chicago Teachers Assn—35
Elkhart Teachers Federation—37
Evansville Federation of Public School Teachers—21
Fort Wayne Teachers Assn—21
Fort Wayne Teachers Council—44
Frankfort Teachers Federation—39
Garrett Teachers Federation—44
Gary Teachers Federation—29
Gas City Teachers Federation—48
Hammond Teachers Assn—21
Huntington Federation of Teachers—21
Indianapolis Federation of Public School Teachers—29
Indianapolis Grade Teachers Assn—28
Jeffersonville Federation of Teachers—40
Kokomo Teachers Assn—37
Lafayette Teachers Federation—21
La Porte Teachers Union—37
Linton-Stockton Teachers Federation—41
Logansport Teachers Federation—21
Marion Teachers Federation—39
Martinsville Federation of Public Teachers—46
Michigan City Teachers Federation—34
Mishawaka Teachers Federation—36
Muncie Teachers Federation—21
New Albany Teachers Federation—45
New Castle Teachers Federation—45
Noblesville Teachers Forum—45
Pendleton Teachers Federation—48
Penn-Harris Teachers Federation—40
Peru City Teachers Federation—46
Petersburg Teachers Federation—46
Portland Teachers Assn—39

Richmond Federation of Public School Teachers—39
Rushville Teachers Club—44
Seymour Teachers Federation—43
South Bend Teachers Federation—21
Spencer School Federation—46
Sullivan Teachers Federation—44
Tell City Federation of Teachers—47
Terre Haute Teachers Federation—21
Tipton Teachers Federation—39
Valparaiso Teachers Federation—46
Vincennes Teachers Federation—36
Wabash City Teachers Club—22
Washington Teachers Federation—44
Whiting City Teachers Association—35

REGIONAL or DISTRICT ASSOCIATIONS

Harrison Township Teachers Federation—39
Indiana Assn of Elementary School Principals—44
Indiana Classroom Teachers Assn—44
Indiana Schoolmens Club—39
Indiana School Womens Club—34
Lost Creek Township Teachers Federation—47
Northwestern Indiana Teachers Assn—35
Otter Creek Township Teachers Federation—45
Sugar Creek Township Teachers Federation—44

FTA CHAPTERS

Bloomington, Indiana University—40
Huntington, Huntington College—44
Indianapolis, Butler University—47
Indianapolis, Indiana Central College—47
North Manchester, Manchester College—40
Oakland City, Oakland City College—47
Terre Haute, Indiana State Teachers College—42

Iowa

COUNTY ASSOCIATIONS

Cerro Gordo County Educational Council—47
Floyd County Educational Council—48
Lee County Educational Council—48
Madison County Council—48
Marshall County Education Council—48
Scott County Teachers Assn—23
Wapello County Educational Council—47

CITY ASSOCIATIONS

Algona Education Assn—47
Ames Teachers Club—39
Burlington Teachers Assn—22
Carroll Teachers Assn—48

Affiliated Local Associations

Cedar Rapids Classroom Teachers Assn—23
Chariton Teachers Federation—45
Charles City Teachers Fed—48
Clinton Teachers Assn—21
Council Bluffs Education Assn—47
Des Moines Classroom Teachers Assn—46
Des Moines Teachers Federation—21
Dubuque Teachers Assn—22
Estherville Teachers Assn—46
Fort Dodge Teachers Federation—21
Keokuk Public School Teachers Assn—44
Marshalltown Teachers Assn—40
Mason City Grade Teachers Assn—21
Mason City Highschool and Junior College Teachers Assn—45
Ottumwa Teachers Club—35
Sioux City Administrative Club—47
Sioux City Teachers Assn—21
Waterloo Teachers Assn—35

COLLEGES and UNIVERSITIES

Iowa State Teachers College Faculty—21

REGIONAL or DISTRICT ASSOCIATIONS

Department of Classroom Teachers, Iowa State Teachers Assn—39
Department of Elementary School Principals, Iowa State Teachers Assn—36

FTA CHAPTERS

Clarinda, Clarinda Junior College—39
Creston, Creston Junior College—47
Des Moines, Drake University—46
Estherville, Estherville Junior College—46
Indianola, Simpson College—43
Pella, Central College—43
Sioux City, Morningside College—42
Storm Lake, Buena Vista College—42

Kansas

COUNTY ASSOCIATIONS

Barber County Teachers Assn—47
Brown County Teachers Assn—39
Chase County Teachers Assn—48
Chautauqua County Teachers Assn—48
Cloud County Teachers Assn—43
Decatur County Teachers and School Patrons Assn—47
Grant County Teachers Assn—48
Gray County Teachers Assn—44
Greeley County Teachers Assn—47
Greenwood County Teachers Assn—43

Jefferson County Teachers Assn—46
Meade County Teachers Assn—46
Montgomery County Teachers Assn—40
Osage County Teachers Assn—43
Rawlins County Teachers Assn—47
Reno County Teachers Assn—46
Republic County Teachers Assn—43
Rooks County Teachers Assn—44
Rush County Teachers Assn—48
Sedgwick County Teachers Assn—46
Shawnee County Teachers Assn—47
Wichita County Teachers Assn—48
Wyandotte County Teachers Assn—44

CITY ASSOCIATIONS

Abilene City Teachers Assn—44
Anthony City Teachers Assn—44
Arkansas City Teachers Assn—48
Atchison Teachers Assn—39
Atwood City and Rawlins County Teachers Assn—39
Beloit City Teachers Assn—47
Caney Teachers Assn—46
Chanute Teachers Assn—26
Clay Center Teachers Assn—43
DuBois Teachers Club—21
Educational Council of Lawrence Teachers—44
El Dorado City Teachers Assn—48
Ellinwood City Teachers Assn—43
Eureka Teachers Assn—46
Fort Scott Teachers Club—40
Galena Teachers Assn—47
Hays Public School Teachers Assn—46
Hiawatha Teachers Assn—43
Holton Teachers Assn—47
Hutchinson Teachers Assn—44
Independence City Teachers Assn—44
Junction City Teachers Club—46
Kansas City Elementary Principals Club—21
Kansas City Grade Teachers Club—21
Kansas City Secondary Teachers Assn—42
Leavenworth Teachers Assn—44
Liberal Education Assn—47
Manhattan Teachers Assn—42
Marysville Educational Assn—47
McPherson Teachers Assn—44
Neodesha Teachers Assn—46
Olathe City Teachers Education Assn—46
Ottawa Teachers Assn—43
Parsons Teachers Assn—39
Pittsburg City Teachers Assn—44
Russell City Teachers Assn—44
Salina City Teachers Club—21
Sumner-Northeast Teachers Council—40

Affiliated Local Associations

Topeka Classroom Teachers Club—26
Topeka Teachers Assn—35
Wichita City Teachers Assn—37

FTA CHAPTERS

Coffeyville, Coffeyville Junior College—41
Emporia, Kansas State Teachers College—40
Hutchinson, Hutchinson Junior College—39
Lindsborg, Bethany College—46
North Newton, Bethel College—45
Pittsburg, Kansas State Teachers College—41
Salina, Kansas Wesleyan University—47

Kentucky

COUNTY ASSOCIATIONS

Allen County Educational Club—47
Barren County Teachers Assn—47
Boone County Teachers Assn—47
Bourbon County Classroom Teachers Assn—46
Bourbon County Teachers Assn—47
Bullitt County Teachers Assn—46
Campbell County Teachers Assn—47
Carter County Teachers Assn—47
Clinton County Education Assn—47
Cumberland County Teachers Assn—47
Davies County Teachers Assn—47
Payette County Teachers Assn—45
Fleming County Classroom Teachers Assn—47
Grant County and Williamstown Classroom Teachers Assn—47
Grayson County Teachers Assn—47
Green County Teachers Assn—46
Hardin County Teachers Assn—46
Harlan County Teachers Assn—46
Jefferson County Classroom Teachers Assn—48
Jefferson County Education Assn—47
Jessamine County Classroom Teachers Assn—47
Kenton County Faculty Club—44
Logan County Education Assn—47
McCreary County Teachers Assn—44
Montgomery County Teachers Club—47
Nelson County Teachers Assn—47
Nicholas County Classroom Teachers Assn—47
Ohio County Teachers Assn—46
Perry County Teachers Assn—47
Pulaski County Teachers Assn—45
Shelby County Classroom Teachers Assn—47
Simpson County Education Assn—46
Todd County Teachers Assn—47
Warren County Teachers Assn—45
Wolfe County Education Assn—47

CITY ASSOCIATIONS

Ashland Classroom Teachers Assn—47
Ashland Education Assn—43
Breathitt Teachers Assn—46
Campbellsville Teachers Assn—46
Covington Women Teachers Club—42
Danville Faculty Club—46
Elizabethtown and Hardin County Classroom Teachers Assn—46
Fort Thomas Teachers Assn—38
Frankfort Teachers Club—47
Garth Faculty Club—48
Hazard Education Assn—47
Henderson Classroom Teachers Assn—45
Hopkinsville Teachers Assn—47
Irvine Classroom Teachers Assn—47
Lexington Assn of Teachers in Colored Schools—37
Lexington Classroom Teachers Assn—45
Lexington Education Assn—30
Louisville Classroom Teachers Assn—37
Louisville Education Assn—21
Marion Classroom Teachers Assn—48
Mayfield Education Assn—47
Owensboro Education Assn—47
Raceland Education Assn—47
Russell Education Assn—46
Somerset Teachers Assn—47
Stanford-Lincoln County Classroom Teachers Assn—47
Upper Cumberland Education Assn—45
Winchester Faculty Club—44

REGIONAL or DISTRICT ASSOCIATIONS

Kentucky Education Assn, Central Division—42
Kentucky Education Assn, Fifth District—44

FTA CHAPTERS

Ashland, Ashland Junior College—39
Georgetown, Georgetown College—39
Hopkinsville, Bethel Woman's College—41
Lexington, Transylvania College—47
Lexington, University of Kentucky—39
London, Sue Bennett College—42
Morehead, Morehead State Teachers College—40
Winchester, Kentucky Wesleyan College—42

Louisiana

PARISH ASSOCIATIONS

Claiborne Parish Teachers Assn—39
East Baton Rouge Parish Classroom Teachers Assn—47

Affiliated Local Associations

Franklin Parish Teachers Assn—39
Iberville Parish Teachers Assn—47
Morehouse Parish Classroom Teachers Assn—47
St. Tammany Parish Teachers Assn—39
Terrebonne Parish Teachers Assn—45
Union Parish Classroom Teachers Assn—48
Webster Parish Classroom Teachers Assn—47

CITY ASSOCIATIONS

Caddo Teachers Assn—47
Lincoln Classroom Teachers Assn—47
Monroe City Classroom Teachers Assn—47
Monroe City Teachers Assn—39
New Orleans Highschool Teachers Assn—37
New Orleans Principals Assn—34

REGIONAL or DISTRICT ASSOCIATIONS

Louisiana Vocational Assn—37

FTA CHAPTERS

Hammond, Southeastern Louisiana College—48
New Orleans, St. Mary's Dominican College—44

Maine

COUNTY ASSOCIATIONS

Androscoggin County Teachers Assn—39
Aroostook County Teachers Assn—20
Cumberland County Teachers Assn—21
Franklin County Teachers Assn—21
Hancock County Teachers Assn—42
Kennebec County Teachers Assn—21
Knox County Teachers Assn—21
Oxford County Teachers Assn—21
Washington County Teachers Assn—21
York County Teachers Assn—21

CITY ASSOCIATIONS

Bangor Teachers Club—47
Bath Teachers Club—48
Belfast Teachers Club—44
Brunswick and Topsham Teachers Assn—44
Calais Teachers Club—45
Cape Elizabeth Faculty Club—48
Dexter Teachers Club—47
Fairfield-Benton Teachers Club—47
Gorham Teachers Club—46
Portland Classroom Teachers Assn—43
Portland Teachers Assn—21
Presque Isle Teachers Club—44
Rockland Teachers Assn—46
Samoset Teachers Club—47
Sanford Teachers Assn—45

South Portland Teachers Assn—44
Southern Aroostook Teachers Club—48
Waterville Teachers Assn—40
Westbrook Teachers Assn—44

REGIONAL or DISTRICT ASSOCIATIONS

Teachers Association of Union 99—46

FTA CHAPTERS

Farmington, State Teachers College—43
Gorham, State Teachers College—39
Lewiston, Bates College—48
Machias, Washington State Normal School—43

Maryland

COUNTY ASSOCIATIONS

Allegany County Teachers Assn—47
Anne Arundel County Teachers Assn—44
Baltimore County Teachers Assn—44
Carroll County Teachers Assn—45
Cecil County Teachers Assn—46
Charles County Teachers Assn—44
Dorchester County Teachers Assn—45
Frederick County Teachers Assn—44
Harford County Educational Assn—48
Kent County Teachers Assn—45
Montgomery County Education Assn—21
Prince Georges County Teachers Assn—44
Queen Annes County Teachers Assn—47
Somerset County Teachers Assn—47

CITY ASSOCIATIONS

Baltimore Public School Teachers Assn—44
Kent Educational Assn—48

FTA CHAPTERS

Baltimore, College of Notre Dame of Maryland—42
College Park, University of Maryland—48
Frostburg, Maryland State Teachers College—40
Salisbury, Maryland State Teachers College—46

Massachusetts

COUNTY ASSOCIATIONS

Barnstable County Teachers Assn—34
Bristol County Teachers Assn—33
Essex County Teachers Assn—45
Franklin County Teachers Assn—21
Hampden County Teachers Assn—29
Middlesex County Teachers Assn—21

Affiliated Local Associations

Norfolk County Teachers Assn—24
Plymouth County Teachers Assn—32
Union #42, Massachusetts Teachers Federation,
Berkshire County—47
Worcester County Teachers Assn—33

CITY ASSOCIATIONS

Acushnet Teachers Assn—40
Agawam Teachers Club—40
Amesbury Teachers Assn—21
Andover Public School Teachers Assn—40
Arlington Teachers Club—21
Ashby Teachers Federation—46
Athol Teachers Assn—47
Attleboro Teachers Assn—21
Belmont Teachers Club—41
Beverly Teachers Assn—21
Boston Elementary Teachers Club—40
Boston Highschool Women's Club—25
Boston Teachers Club—21
Braintree Teachers Assn—21
Bridgewater Teachers Assn—30
Brockton Teachers Assn—21
Brookline Teachers Club—21
Chelsea Teachers Club—40
Concord Teachers Club—21
Dalton Teachers Assn—46
Danvers Teachers Club—41
Dedham Teachers Assn—35
Easthampton Teachers Assn—21
Everett Teachers Club—21
Fairhaven—Mattapoisett Teachers Assn—44
Fall River Teachers Assn—39
Falmouth Teachers Assn—44
Framingham Teachers Assn—39
Gloucester Teachers Assn—47
Greenfield Teachers Club—41
Haverhill Teachers Assn—23
Hingham Teachers Club—40
Holliston Teachers Club—39
Holyoke Teachers Club—40
Hudson Teachers Club—37
Huntington District Teachers Assn—39
Ipswich Teachers Club—40
Kingston Teachers Club—40
Leominster Teachers Assn—35
Lowell Teachers Assn—25
Lunenburg Teachers Assn—47
Lynn Schoolmasters Assn—48
Lynn Teachers Assn—27
Malden Teachers Assn—21
Marblehead Teachers Assn—21
Marlboro Teachers Assn—40
Maynard Teachers Club—39

Medford Teachers Club—23
Melrose Teachers Club—21
Methuen Teachers Club—39
Middleboro Teachers Assn—39
Milton Teachers Assn—44
Montague Teachers Assn—47
Natick Teachers Assn—21
Needham Teachers Club—47
Newburyport Teachers Assn—41
Newton Teachers Federation—35
North Adams Grade Teachers Assn—41
North Andover Teachers Assn—23
North Attleboro Teachers Assn—21
Northboro Berlin Teachers Assn—40
Northbridge Teachers Assn—39
Norton Teachers Assn—47
Norwood Teachers Club—36
Palmer Teachers Assn—40
Pittsfield Teachers Assn—46
Plymouth Teachers Club—40
Quincy Teachers Assn—31
Quinobequin Teachers Club—46
Randolph Teachers Club—47
Revere Teachers Club—39
Saugus Teachers Assn—34
Sharon Teachers Assn—35
Shawme Teachers Club—35
Shrewsbury Teachers Club—39
Somerset Teachers Club—47
Somerville Teachers Club—21
Springfield Education Assn—21
Stoneham Teachers Assn—21
Stoughton Teachers Club—35
Taunton Teachers Assn—33
Wakefield Teachers Assn—47
Waltham Teachers Assn—41
Wareham Teachers Club—46
Webster-Dudley Teachers Assn—47
Wellesley Teachers Club—47
West Boylston-Boylston Teachers Club—41
West Springfield Teachers Assn—46
Weymouth Teachers Assn—40
Whitman Teachers Club—40
Wilhamedow Teachers Assn—47
Winthrop Teachers Assn—21
Woburn Teachers Assn—47
Worcester Teachers Assn—23

COLLEGES and UNIVERSITIES

Westfield State Teachers College Alumni Assn
—40

REGIONAL or DISTRICT ASSOCIATIONS

Massachusetts Elementary Principals Assn—26
Massachusetts Schoolmasters Club—21

Affiliated Local Associations

FTA CHAPTERS

Boston, Boston University—41
Wollaston, Eastern Nazarene College—45

Michigan

COUNTY ASSOCIATIONS

Chippewa County District, Michigan Education Assn—48
Clinton County District, Michigan Education Assn—48
Dickinson County District, Michigan Education Assn—48
Genesee County Classroom Teachers Assn—47
Iron County District, Michigan Education Assn—48
Kalamazoo County Education Assn—46
Lapeer County Education Assn—46
Macomb County Education Assn—46
Marquette County District, Michigan Education Assn—48
Midland County District, Michigan Education Assn—46
Montcalm County Education Assn—46
Muskegon County Teachers Club—48
Oakland County District, Michigan Education Assn—46
Saginaw County District, Michigan Education Assn—37
Saint Clair County District, Michigan Education Assn—46
Saint Joseph County Education Assn—47
Washtenaw District, Michigan Education Assn—47
Wayne County District, Michigan Education Assn—46

CITY ASSOCIATIONS

Adrian District, Michigan Education Assn—21
Albion Teachers Club—47
Algonac Teachers Club—47
Ann Arbor Teachers Club—41
AuSable District, Michigan Education Assn—48
Barry District, Michigan Education Assn—21
Battle Creek Teachers Assn—40
Bay City Teachers Club—21
Bellevue Teachers Club—47
Benton Harbor Teachers Assn—45
Berkley Teachers Assn—48
Big Rapids Teachers Club—47
Birmingham District, Michigan Education Assn—46
Brainard Teachers Club—48
Cadillac Teachers Club—46

Dearborn District, Michigan Education Assn—37
Detroit Teachers Assn—21
Detroit Teachers Assn, Administrative Division—45
Detroit Teachers Assn, Elementary Division—47
Detroit Teachers Assn, High School Division—31
Detroit Teachers Assn, Intermediate Division—43
Detroit Teachers Assn, Kindergarten Division—48
East Grand Rapids Teachers Club—46
East Lansing Teachers Assn—42
Escanaba District, Michigan Education Assn—47
Ferndale Teachers Club—35
Flint Classroom Teachers Assn—39
Flint Teachers Club—21
Grand Rapids Kindergarten Primary Club—44
Grand Rapids Teachers Club—21
Grosse Pointe District, Michigan Education Assn—46
Grosse Pointe Teachers Assn—40
Hamtramck Branch, Michigan Education Assn—47
Hamtramck Teachers Assn—39
Highland Park Classroom Teachers Assn—33
Highland Park District, Michigan Education Assn—46
Inkster Teachers Club—47
Iron River Teachers Club—48
Ishpeming Teachers Club—47
Jackson Teachers Club—46
Kalamazoo Teachers Club—21
Kalamazoo Women Teachers Assn—43
Lakeview Consolidated School District Assn—47
Lansing District Teachers Club—40
Later Elementary Teachers Club—45
Manistee City Teachers Club—47
Manistee District, Michigan Education Assn—47
Marquette Teachers Club—48
Mesick Consolidated School District Assn—47
Mount Clemens Teachers Club—36
Muskegon Heights District, Michigan Education Assn—46
Muskegon Teachers Club—21
Negaunee Teachers Assn—47
Northville Teachers Club—46
Owosso District, Michigan Education Assn—21
Pontiac Teachers Club—37
Port Huron Teachers Club—39
Rochester Teachers Club—47
Royal Oak Teachers Club—34

Affiliated Local Associations

Saginaw Teachers Club—37
Saint Joseph Teachers Club—47
Sault Teachers Club—47
Sturgis Teachers Club—47
Three Rivers Teachers Club—47
Utica Teachers Club—48
Warren Consolidated School District Teachers Club—47
Wexford-Missaukee District, Michigan Education Assn—48
Wyandotte Teachers Club—42

REGIONAL or DISTRICT ASSOCIATIONS

Michigan Department of Classroom Teachers—45
Michigan State Teachers Club—41
Southeastern Michigan Associated Teachers Clubs—39

FTA CHAPTERS

Kalamazoo, Western Michigan College of Education—39

Minnesota

COUNTY ASSOCIATIONS

Hennepin County Teachers Conference—46
Redwood County Education Assn—48

CITY ASSOCIATIONS

Albert Lea Classroom Teachers Assn—35
Austin Education Assn—43
Cloquet Education Assn—46
Crosby-Ironton Educational Assn—45
Duluth Teachers Assn—21
Ely Teachers Assn—45
Eveleth Classroom Teachers Assn—45
Excelsior Education Assn—48
Fairmont Public Schools Education Assn—47
Faribault Education Assn—46
Fergus Falls Faculty Club—46
Forest Lake Education Assn—46
Grand Rapids Education Assn—46
Hibbing Education Assn—41
Hopkins Education Assn—44
Litchfield Area Council, Minnesota Education Assn—45
Little Falls Education Assn—46
Luverne Teachers Assn—47
Mankato Teachers League—47
Mid-Itasca Education Assn—46
Minneapolis Classroom Teachers Assn—21
Minneapolis Teachers League—33
Montevideo Classroom Teachers Assn—46

Moorhead Education Assn—48
Mora Teachers Assn—46
Mount Iron Education Assn—39
Mountain Lake Education Assn—46
New Ulm Public School Teachers Assn—45
North St. Paul Education Assn—46
Northfield Classroom Teachers Assn—47
Owatonna Education Assn—48
Pipestone Education Assn—45
Red Wing Education Assn—46
Robbinsdale Classroom Teachers Assn—41
Rochester Education Assn—21
Saint Louis Park Classroom Teachers Assn—44
Swanville Education Assn—45
Virginia Education Assn—21
Winona Public School Teachers Assn—42

COLLEGES and UNIVERSITIES

St. Cloud State Teachers College Faculty Assn—40

REGIONAL or DISTRICT ASSOCIATIONS

Central Division, Minnesota Education Assn—41
Minneapolis Division, Minnesota Education Assn—21
Northeast Division, Minnesota Education Assn—37
Northern Division, Minnesota Education Assn—38
St. Paul Division, Minnesota Education Assn—21
Southeast Division, Minnesota Education Assn—39
Southwest Division, Minnesota Education Assn—21
Western Division, Minnesota Education Assn—21

FTA CHAPTERS

Minneapolis, University of Minnesota—46
St. Cloud, State Teachers College—39

Mississippi

COUNTY ASSOCIATIONS

[none]

CITY ASSOCIATIONS

Biloxi City Teachers Assn—48
Brookhaven Classroom Teachers Assn—48
Greenville Classroom Teachers Assn—45
Gulfport Classroom Teachers Assn—48
Hattiesburg Classroom Teachers Assn—47
McComb Education Assn—47
Meridian Teachers Assn—23

Affiliated Local Associations

FTA CHAPTERS

Decatur, East Central Junior College—44
Hattiesburg, Mississippi Southern College—46
Jackson, Jackson College—47
Moorhead, Sunflower Junior College—47
Newton, Clarke Memorial College—46
Perkinston, Perkinston Junior College—41
Summit, Southwest Mississippi Junior College—47
University, University of Mississippi—46

Missouri

COUNTY ASSOCIATIONS

Pemiscot Co. Teachers Assn—46
Saline County Teachers Assn—47

CITY ASSOCIATIONS

Clayton Teachers Assn—47
Eldon Classroom Teachers Assn—47
Hancock Place Community Teachers Assn—48
Independence Teachers Assn—39
Jefferson City Community Teachers Assn—35
Jennings Community Teachers Assn—47
Joplin Senior High and Junior College Teachers Community Assn—37
Kansas City Assn of Highschool Women—21
Kansas City Cooperative Council of Teachers—36
Kansas City Council of Administrative Women in Education—44
Kansas City Elementary Principals Assn—21
Kansas City Schoolmens Club—45
Kansas City Teachers Club—21
Kirksville Community Teachers Assn—47
Kirkwood Community Teachers Assn—46
Maplewood - Richmond Heights Community Teachers Assn—46
Marshall Teachers Assn—48
Mexico Teachers Assn—39
Neosho Teachers Assn—46
Normandy Community Teachers Assn—46
St. Joseph Classroom Teachers Assn—46
St. Joseph Community Teachers Assn—21
St. Louis District, Missouri State Teachers Assn—21
St. Louis Elementary School Principals Assn—21
St. Louis Elementary Teachers Assn—48
St. Louis Grade Teachers Assn—30
St. Louis Highschool Teachers Assn—39
St. Louis Negro Grade Teachers Assn—42
Sedalia Community Teachers Assn—21
Springfield Community Teachers Assn—40

Versailles Classroom Teachers Assn—47
Webster Groves Classroom Teachers Assn—47
Wellston Community Teachers Assn—47

COLLEGES and UNIVERSITIES

Community Teachers Assn of Central Missouri State Teachers College Assn—21

REGIONAL or DISTRICT ASSOCIATIONS

Central Missouri Teachers Assn—21
Northeast Missouri Teachers Assn—27
Northwest Missouri Teachers Assn—26
Southeast Missouri Teachers Assn—45
Southwest Missouri Teachers Assn—28

FTA CHAPTERS

Bolivar, Southwest Baptist College—45
Columbia, University of Missouri—42
Fayette, Central College—40
Hannibal, Hannibal-LaGrange College—46
Kansas City, University of Kansas City—40
Parkville, Park College—47
St. Charles, Lindenwood College—41
St. Louis, Washington University—47
Springfield, Southwest Missouri State College—48
Trenton, Trenton Junior College—46
Warrensburg, Central Missouri State College—39

Montana

COUNTY ASSOCIATIONS

[none]

CITY ASSOCIATIONS

Billings Teachers Assn—41
Bridger Teachers Assn—43
Central Montana Local, NEA—42
Fairview Chapter, Montana Education Assn—46
Glasgow Teachers Assn—41
Glendive Education Assn—44
Great Falls Teachers Assn—41
Hardin Local, Montana Education Assn—41
Harlem Local, Montana Education Assn—45
Havre Teachers Assn—41
Hyalite Local, MEA—47
Miles City Local, Montana Education Assn—47
Missoula County Educational Council—47
Philpsburg Teachers Assn—40
Plains Teachers Assn—45
Plentywood Local, Montana Education Assn—45
Scobey Local, Montana Education Assn—47
Sidney Local, Montana Education Assn—45

Affiliated Local Associations

FTA CHAPTERS

Bozeman, Montana State College—47
Missoula, Montana State University—44

Nebraska

COUNTY ASSOCIATIONS

Dixon County Education Assn—47
Douglas County Education Assn—45
Lincoln County Teachers Assn—47
Morrill County Education Assn—46
Nuckolls County Education Assn—47
Platte County Educators Assn—45
Saline County Education Assn—47
Scotts Bluff Rural Teachers Assn—44
Thayer County Education Assn—46

CITY ASSOCIATIONS

Albion Education Assn—46
Alliance Education Assn—45
Beatrice Educational Assn—46
Fremont Teachers Forum—45
Gering Teachers Assn—45
Gering-Minutemen Education Assn—47
Grand Island Education Assn—47
Hastings Education Assn—47
Kearney Teachers Assn—35
Lincoln Teachers Assn—21
Norfolk Faculty Club—47
Omaha Assn for Childhood Education—30
Omaha Education Assn—21
Pawnee City Education Assn—47
Peru Unit, Nebraska Education Assn—44
Scottsbluff Teachers Assn—48
Tekamah Area Education Assn—45
York Education Assn—47

COLLEGES and UNIVERSITIES

Nebraska State Teachers College Education Assn—47
Nebraska State Teachers College Faculty—21
University of Nebraska Extension Division Education Assn—47

REGIONAL or DISTRICT ASSOCIATIONS

Nebraska Schoolmasters Club—44
Northwest Nebraska Education Assn—46

FTA CHAPTERS

Chadron, Nebraska State Teachers College—46
Wayne, Nebraska State Teachers College—39

Nevada

COUNTY ASSOCIATIONS

[none]

CITY ASSOCIATIONS

Las Vegas Education Assn—46
McGill Classroom Teachers Assn—48

New Hampshire

COUNTY ASSOCIATIONS

Cheshire County Teachers Assn—23
Rockingham County Teachers Assn—47
Strafford County Teachers Assn—21

CITY ASSOCIATIONS

Concord Teachers Assn—47
Dover Teachers Assn—48
Exeter Teachers Council—47
Franklin Teachers Assn—46
Groveton Teachers Assn—47
Hanover Teachers Club—47
Laconia Teachers Assn—47
Manchester Teachers Guild—45
Newmarket Teachers Assn—47
Portsmouth Teachers Assn—47

FTA CHAPTERS

Plymouth, Plymouth Teachers College—46

New Jersey

COUNTY ASSOCIATIONS

Bergen County Education Assn—47
Burlington County Education Assn—39
Camden County Teachers Assn—39
Cape May County Teachers Assn—37
Cumberland County Teachers Assn—37
Essex County Vocational and Technical Teachers Assn—28
Gloucester County Teachers Assn—36
Mercer County Teachers Assn—48
Middlesex County Teachers Assn—35
Morris County Teachers Assn—27
Passaic County Teachers Council—40
Salem County Education Assn—40
Sussex County Teachers Assn—46
Warren County Education Assn—48

CITY ASSOCIATIONS

Atlantic City Teachers Assn—21
Audubon Teachers Assn—41

Affiliated Local Associations

Bernards Teachers Assn—45
Bound Brook Teachers Assn—47
Burlington City Teachers Assn—47
Caldwell Teachers Assn—39
Camden Teachers Assn—24
Carlstadt Teachers Assn—47
Collingswood Teachers Assn—39
Cranford Teachers Assn—47
Dover Teachers Assn—39
East Orange Teachers Assn—21
East Rutherford Education Assn—37
Elizabeth Teachers Assn—21
Fair Haven Education Assn—47
Fairview Education Assn—47
Guttenberg Teachers Assn—46
Hackensack Education Assn—21
Haddonfield Teachers Assn—37
Haledon Teachers Assn—47
Hillside Teachers Assn—45
Hoboken Teachers Assn—37
Irvington Teachers Assn—38
Jersey City Teachers Assn—40
Kearny Teachers Assn—37
Kenilworth Teachers Assn—46
Lakewood Teachers Assn—47
Leonia Teachers Club—41
Linden Teachers Assn—46
Lower Penns Neck Teachers Assn—47
Lyndhurst Teachers Assn—47
Madison Teachers Assn—47
Manasquan Teachers Assn—34
Maywood Teachers Assn—34
Metuchen Teachers Assn—40
Montclair Education Assn—21
Mountain Lakes Education Assn—47
New Brunswick Teachers Club—24
Newark First and Head Assistants Assn—21
Newark Grade Teachers Assn—21
Newark Highschool Women's Assn—21
Newark Teachers Assn—21
North Bergen Teachers Assn—41
Nutley Teachers Assn—38
Ocean City Teachers Club—44
Orange Teachers Assn—47
Passaic Teachers Assn—28
Paterson Teachers Assn—21
Penns Grove-Upper Penns Neck Teachers Assn—47
Perth Amboy Teachers Assn—40
Phillipsburg Elementary Education Assn—48
Phillipsburg High School Teachers Assn—48
Pitman Education Assn—47
Pleasantville Teachers Assn—40
Rahway Teachers Assn—21

Ridgewood Teachers Assn—47
Roselle Park Teachers Assn—34
Rutherford Teachers Assn—21
Somerville Highschool Teachers Assn—40
South Plainfield Teachers Assn—37
Summit Teachers Assn—21
Trenton Teachers Assn—25
Union City Education Assn—40
Verona Teachers Assn—39
Wallington Teachers Assn—41
Wanaque Borough Teachers Assn—47
West Orange Teachers Assn—47
Westfield Teachers Assn—47
Westwood Teachers Assn—40
Wood Ridge Education Assn—48

REGIONAL or DISTRICT ASSOCIATIONS

Morris Township Education Assn—41
Neptune Township Teachers Assn—37
New Jersey Elementary Classroom Teachers Assn—32
Pennsauken Township Teachers Assn—39
Saddle River Township Education Assn—48
Union Township Teachers Assn—47

FTA CHAPTERS

East Orange, Panzer College of Physical Education and Hygiene—48
Jersey City, St. Peter's College—47
Jersey City, State Teachers College—47
Newark, New Jersey State Teachers College—47
New Brunswick, New Jersey College for Women—43
Paterson, New Jersey State Teachers College—40
Trenton, New Jersey State Teachers College—41
Trenton, Rider College—42

New Mexico

COUNTY ASSOCIATIONS

Bernalillo County Classroom Teachers Assn—44
Dona Ana County Classroom Teachers Assn—44
Dona Ana County Teachers Assn—47
Sandoval County Teachers Assn—47

CITY ASSOCIATIONS

Albuquerque Classroom Teachers Assn—34
Artesia Education Assn—48
Aztec Education Assn—47
Capitan Education Assn—46

Affiliated Local Associations

Carlsbad Classroom Teachers Assn—39
Central Teachers Assn—47
Deming Teachers Assn—44
East Las Vegas Classroom Teachers Assn—47
Eunice Education Assn—48
Farmington Education Assn—48
Hobbs Classroom Teachers Assn—48
Hope Education Assn—47
Hot Springs Education Assn—48
Jal Education Assn—47
Las Vegas Town Teachers Org.—47
Portales Education Assn—47
Roswell Education Assn—47
Santa Fe City Public Schools Classroom Teachers Assn—45
Silver City Classroom Teachers Assn—46
Springer Teachers Assn—47
Tularosa Teachers Assn—46

FTA CHAPTERS

Portales, Eastern New Mexico College—39

New York

COUNTY ASSOCIATIONS

Cattaraugus County Teachers Assn—46
Erie County First Supervisory District Teachers Assn—44
Nassau County Classroom Teachers Assn—45
Nassau County First Supervisory District Teachers Assn—47
Nassau County Second Supervisory District Teachers Assn—38
Oneida County #1 Teachers Assn—46
Suffolk County Second Supervisory District Teachers Assn—37
Westchester County Teachers Assn—28

CITY ASSOCIATIONS

Amherst Teachers Assn—45
Associated Teachers of Huntington—46
Auburn Teachers Assn—36
Batavia Teachers Assn—46
Binghamton Teachers Assn—21
Bronx Borowide Assn. of Teachers—40
Brooklyn Teachers Assn—21
Buffalo Elementary Teachers Assn—46
Buffalo Teachers Federation—21
Buffalo Women Teachers Assn—36
Carthage Teachers Assn—38
Chappaqua Teachers Assn—40
Cornwall High School Teachers Assn—47

Depew Teachers Assn—37
Dunkirk Teachers Assn—29
East Aurora Highschool Faculty Club—39
East Syracuse Teachers Assn—39
Edgemont Teachers Assn—48
Elmira Educational Assn—32
Elmira Women Classroom Teachers Assn—30
Elmsford Schools Faculty Assn—40
Endicott Teachers Assn—33
Farmingdale Classroom Teachers Assn—47
Floral Park Faculty Club District No. 22—46
Freeport Teachers Assn—38
Garden City Teachers Assn—47
Geneva Teachers Assn—38
Glen Cove Teachers Assn—46
Gloversville Teachers Assn—21
Granville Teachers Assn—46
Great Neck Teachers Assn—41
Greene Teachers Assn—48
Harrison Teachers Assn—47
Hempstead Classroom Teachers Assn—46
Herkimer Teachers Assn—46
Jamestown Teachers Assn—44
Johnson City Teachers Assn—47
Kenmore Teachers Assn—46
Kingston Teachers Assn—39
Lackawanna Teachers Federation—45
Lansingburgh Teachers Assn—37
Lawrence, Cedarhurst, Inwood Teachers Assn—39
Lockport Teachers Assn—24
Long Beach Classroom Teachers Assn—39
Lowville Teachers Assn—42
Malverne Teachers Assn—38
Mamaroneck Teachers Assn—38
Manhasset Teachers Assn—48
Massena Public School Teachers Assn—47
Mechanicville Teachers Assn—47
Mount Kisco Teachers Assn—35
Mount Vernon Teachers Assn—21
New Rochelle Teachers Club—24
New York City Assn. of Home Making Teachers—34
New York City Highschool Principals Assn—41
New York City Highschool Teachers Assn—23
New York City Kindergarten-6B Teachers Assn—31
New York City 7th, 8th, 9th Year Women Teachers Assn—34
New York City Teachers Assn—20
New York City Teachers Welfare League—41
New York City Vocational Highschool Teachers Assn—41
Newburgh Teachers Assn—35

Affiliated Local Associations

Niagara Falls Teachers Assn—46
North Tarrytown Teachers Assn—37
North Tonawanda Teachers Assn—38
Northport Teachers Assn—37
Norwich Teachers Assn—23
Oceanside Teachers Council—47
Olean Teachers Assn—46
Oneonta Public School Teachers Assn—34
Oswego Classroom Teachers Assn—45
Oyster Bay Faculty Council—46
Pelham Teachers Assn—38
Penn Yan Teachers Assn—46
Perry Teachers Assn—44
Port Chester Teachers Assn—21
Poughkeepsie Teachers Assn—38
Queensboro Teachers Assn—21
Red Hook Education Assn—47
Rochester Friday Night Club—34
Rochester Teachers Assn—21
Rome Teachers Assn—29
Roslyn Teachers Assn—32
Rye Teachers Assn—47
Saratoga Springs Teachers Assn—48
Scarsdale Teachers Assn—41
Schenectady City Teachers Assn—31
Scotia Teachers Assn—37
Seneca Falls Teachers Assn—47
Sewanhaka Classroom Teachers Assn—38
Sherrill Teachers Assn—45
Silver Creek Teachers Assn—46
Solvay Teachers Assn—46
Staten Island Teachers Assn—21
Syracuse Grade Teachers Assn—37
Syracuse Teachers Assn—21
Syracuse Women Highschool Teachers Assn—30
Tuckahoe Teachers Assn—47
Utica Teachers Assn—37
Valley Stream Faculty Assn—46
Watertown Teachers Assn—35
Wellsville Teachers Assn—46
White Plains Teachers Assn—34
Whitney Point Classroom Teachers Assn—47
Yonkers Social Education Assn—42
Yonkers Teachers Assn—21

COLLEGES and UNIVERSITIES

Columbia University Teachers College Faculty—27
New York University Education Assn—42

REGIONAL or DISTRICT ASSOCIATIONS

New York Joint Committee of Teachers Organizations—44

New York Public School Kindergarten Assn—46
New York School Garden Assn—29
New York State Assn of Elementary Principals—45
New York State Teachers Welfare League—28
Teachers Union, Local 555—45

FTA CHAPTERS

Buffalo, State Teachers College—40
Buffalo, University of Buffalo—44
Hamilton, Colgate University—40
Hempstead, Long Island, Hofstra College—41

North Carolina

COUNTY ASSOCIATIONS

Alamance County Education Assn—43
Anson County Teachers Assn—47
Ashe County Unit, North Carolina Education Assn—48
Buncombe County Classroom Teachers Assn—38
Buncombe County Unit, North Carolina Education Assn—45
Burke County Unit, North Carolina Education Assn—37
Caldwell County Teachers Assn—44
Cherokee County Unit, North Carolina Education Assn—46
Clay County Unit, North Carolina Education Assn—46
Cleveland County Classroom Teachers Assn—46
Forsyth County Classroom Teachers Assn—45
Franklin County Classroom Teachers Assn—46
Guilford County Classroom Teachers Assn—44
Guilford County Unit, North Carolina Education Assn—46
Harnett County Unit, North Carolina Education Assn—48
Jackson County Unit, North Carolina Education Assn—47
Jones County Unit, North Carolina Education Assn—45
Mecklenburg County Classroom Teachers Assn—46
Mecklenburg County Teachers Assn—44
New Hanover County Classroom Teachers Assn—40
New Hanover County Unit, North Carolina Education Assn—45
Pitt County Unit, North Carolina Education Assn—48

Affiliated Local Associations

Robeson County Indian Schools Teachers Assn—44
Stokes County Classroom Teachers Assn—46
Swain County Unit, North Carolina Education Assn—47
Wake County Classroom Teachers Assn—46
Wake County Unit, North Carolina Education Assn—45

CITY ASSOCIATIONS

Asheville Classroom Teachers Assn—35
Barnesville Education Assn—47
Burlington Classroom Teachers Assn—40
Canton Unit of Classroom Teachers—46
Charlotte Classroom Teachers Assn—34
Charlotte Negro Classroom Teachers Assn—46
Charlotte Teachers Assn—40
Clinton City Teachers Assn—41
Concord Unit, North Carolina Education Assn—44
Durham City Education Assn—38
Durham Classroom Teachers Assn—44
Gastonia Classroom Teachers Assn—39
Greensboro Assn of Classroom Teachers—31
Hickory Classroom Teachers Assn—40
Hickory Teachers Assn—40
High Point Classroom Teachers Assn—39
High Point Unit, North Carolina Education Assn—47
Kannapolis Unit, North Carolina Education Assn—40
Kings Mountain Teachers Assn—44
Kinston Classroom Teachers Assn—48
Kinston Teachers Assn—46
Lenoir Classroom Teachers Assn—46
Lexington City Unit, North Carolina Education Assn—44
Morganton Unit, North Carolina Education Assn—45
Mount Airy Classroom Teachers Assn—45
New Bern Classroom Teachers Assn—45
Newton-Conover Unit, North Carolina Education Assn—46
Oxford City Unit, North Carolina Education Assn—44
Oxford Classroom Teachers Unit—46
Raleigh Assn of Classroom Teachers—33
Reidsville Classroom Teachers Assn—38
Roanoke Rapids Local Unit, North Carolina Education Assn—47
Rocky Mount Classroom Teachers Assn—37
Salisbury Unit, North Carolina Education Assn—41

Shelby Classroom Teachers Assn—39
Tarboro City Schools Unit—45
Washington Assn of Classroom Teachers—38
Watauga Unit, North Carolina Education Assn—44
Whiteville Unit, North Carolina Education Assn—47
Wilson Classroom Teachers Assn—38
Winston-Salem Classroom Teachers Assn—31
Winston-Salem Local Unit, North Carolina Education Assn—47
Winston-Salem Negro Teachers Assn—45

REGIONAL or DISTRICT ASSOCIATIONS

Department of Classroom Teachers, North Carolina Education Assn—42
Department of Classroom Teachers, North Carolina Education Assn, Salisbury Unit—33

FTA CHAPTERS

Boone, Appalachian State Teachers College—42
Cullowhee, Western Carolina Teachers College—40
Elon College, Elon College—41
Greensboro, Greensboro College—41
Greensboro, The Woman's College of the University of North Carolina—47
Greenville, East Carolina Teachers College—39
High Point, High Point College—42
Winston-Salem, Winston-Salem Teachers College—47

North Dakota

COUNTY ASSOCIATIONS

[none]

CITY ASSOCIATIONS

Bismarck Local Chapter, North Dakota Education Assn—44
Cando Local Chapter, North Dakota Education Assn—46
 Fargo Branch, Local No. 1, North Dakota Education Assn—45
Garrison Local Chapter No. 84, North Dakota Education Assn—47
Grand Forks, North Dakota Education Assn, Local No. 12—45

Affiliated Local Associations

Williston Local No. 91, North Dakota Education Assn—48

COLLEGES and UNIVERSITIES

Minot State Teachers College Assn—48

FTA CHAPTERS

Dickinson, State Teachers College—43
Mayville—State Teachers College—42
Valley City, State Teachers College—48

Ohio

COUNTY ASSOCIATIONS

Ashtabula County Teachers Assn—40
Athens County Teachers Assn—39
Brown County Teachers Assn—47
Butler County Teachers Assn—44
Clermont County Teachers Assn—40
Crawford County Teachers Assn—39
Cuyahoga County Education Assn—21
Jefferson County Teachers Assn—46
Logan County Teachers Assn—44
Lorain County Education Assn—39
Montgomery County Teachers Assn—40
Paulding County Teachers Assn—44
Seneca County Schoolmasters Assn—41
Tuscarawas County Teachers Assn—39
Van Wert County Education Assn—39
Wood County Teachers Assn—25

CITY ASSOCIATIONS

Akron Education Assn—47
Akron Elementary School Principals Assn—48
Akron Teachers Assn—21
Alliance Teachers Assn—44
Ashland Teachers Assn—41
Austintown Classroom Teachers Assn—46
Bedford Teachers Federation—44
Bellaire Classroom Teachers Assn—48
Bexley City Teachers Assn—44
Bowling Green Teachers Assn—42
Cambridge City Teachers Assn—46
Campbell Education Assn—46
Canton Classroom Teachers Assn—42
Canton Teachers Assn—43
Chagrin Falls Teachers Assn—47
Cincinnati Elementary School Principals Club—44
Cincinnati Schoolmasters Club—21
Cincinnati Teachers Assn—21

Cleveland Elementary Principals Club—39
Cleveland Heights Teachers Assn—21
Cleveland Teachers Assn—21
Columbus Elementary Principals Club—23
Columbus Elementary Teachers Assn—47
Columbus Teachers Federation—21
Cuyahoga Falls Teachers Assn—21
Dayton Classroom Teachers Assn—25
Defiance City Teachers Assn—44
Delaware City Teachers Assn—48
Dennison Teachers Assn—47
Dover Teachers Assn—47
East Cleveland Teachers Assn—39
East Liverpool Teachers Assn—40
East Palestine Teachers Assn—47
Elmwood Place Teachers Assn—45
Elyria Education Assn—37
Euclid Teachers Assn—40
Findlay Education Assn—23
Fostoria Teachers Assn—44
Franklin Classroom Teachers Assn—44
Galion Classroom Teachers Assn—30
Gallipolis Teachers Assn—46
Garfield Heights Teachers Assn—44
Geneva Teachers Assn—45
Girard Teachers Assn—43
Grandview Heights Classroom Teachers Assn—47
Greenfield Teachers Assn—44
Hamilton Classroom Teachers Assn—39
Jackson City Education Assn—47
Kent City Teachers Assn—46
Lakewood Teachers Assn—39
Lancaster Classroom Teachers Assn—48
Lima Teachers Assn—27
Lisbon Teachers Assn—46
Lockland Teachers Assn—43
Logan Education Assn—48
Lorain Teachers Club—21
Maple Heights Classroom Teachers Assn—39
Marietta Teachers Council—44
Marion Education Assn—21
Martins Ferry Classroom Teachers Assn—44
Massillon Teachers Assn—46
Middletown Classroom Teachers Assn—41
Mt. Healthy and North College Hill Teachers Assn—47
Mount Vernon Teachers Assn—44
Nelsonville Classroom Teachers Assn—48
Newark Teachers Assn—42
Norwalk City Teachers Assn—48
Norwood Teachers Assn—21
Painesville City Teachers Assn—44
Parma Teachers Assn—46

Affiliated Local Associations

Piqua Education Assn—47
Powhatan Classroom Teachers Assn—47
Ravenna Classroom Teachers Assn—46
Rocky River Teachers Assn—44
Rossford Teachers Assn—46
St. Bernard Teachers Assn—46
St. Marys Teachers Assn—46
Shadyside Classroom Teachers Assn—46
Shaker Heights Teachers Assn—34
South Euclid-Lyndhurst Teachers Assn—44
Springfield Teachers Assn—24
Steubenville Education Assn—41
Strasburg Teachers Assn—47
Struthers Teachers Assn—47
Sylvania Education Assn—46
Toledo Teachers Assn—21
Van Wert Teachers Assn—44
Wadsworth City Teachers Assn—47
Wapakoneta Teachers Assn—47
Warren City Classroom Teachers Assn—40
Warren Federation of Teachers—44
Washington Court House Teachers Assn—39
Wellsville City Teachers Assn—39
Wooster Education Assn—44
Youngstown Education Assn—22
Zanesville Teachers Assn—21

REGIONAL or DISTRICT ASSOCIATIONS

Department of Classroom Teachers, Ohio Education Assn—44
Department of Elementary Principals, Ohio Education Assn—44
Northeastern Ohio Teachers Assn—41

FTA CHAPTERS

Akron, University of Akron—44
Alliance, Mount Union College—44
Berea, Baldwin-Wallace College—41
Bowling Green, Bowling Green State University—47
Canton, Kent State University—47
Cedarville, Cedarville College—48
Findlay, Findlay College—47
Oberlin, Oberlin College—39
Rio Grande, Rio Grande College—39

Oklahoma

COUNTY ASSOCIATIONS

Creek County Education Assn—47

Osage County Classroom Teachers Assn—43
Texas County Education Assn—47

CITY ASSOCIATIONS

Ardmore Classroom Teachers Assn—35
Blackwell Teachers Organization—45
Enid Education Assn—48
McAlester Classroom Teachers Assn—34
Muskogee Classroom Teachers Assn—37
Muskogee Education Assn—24
Nowata City Classroom Teachers Assn—47
Oklahoma City Classroom Teachers Assn—33
Pawhuska Classroom Teachers Assn—36
Ponca City Teachers Assn—40
Pryor Classroom Teachers Assn—47
Sand Springs Classroom Teachers Assn—39
Sapulpa Classroom Teachers Assn—37
Shawnee Classroom Teachers Assn—39
Stillwater Education Assn—47
Sulphur Education Assn—44
Tulsa Classroom Teachers Assn—31
Tulsa Education Assn—30

REGIONAL or DISTRICT ASSOCIATIONS

Department of Classroom Teachers, Oklahoma Education Assn—34
Northeast District Classroom Teachers Assn of Okla—33

FTA CHAPTERS

Alva, Northwestern State College—39
Bethany, Bethany-Peniel College—47
Edmond, Central State College—44
Enid, Phillips University—44
Norman, University of Oklahoma—41
Tulsa, University of Tulsa—48
Weatherford, Southwestern Institute of Technology—45

Oregon

COUNTY ASSOCIATIONS

Coos County Division, Oregon State Teachers Assn—39
Multnomah County Classroom Teachers Assn—48

Affiliated Local Associations

Wasco-Sherman County Teachers Assn—48
Washington County Teachers Assn—39

CITY ASSOCIATIONS

Portland Elementary School Principals Assn—43
Portland Grade Teachers Assn—21
Portland High School Teachers Assn—21
Roseburg Classroom Teachers Assn—44
Silverton Teachers Assn—46

REGIONAL or DISTRICT ASSOCIATIONS

Department of Classroom Teachers, Oregon
State Teachers Assn—39
Oregon Assn of Intermediate Teachers—40

FTA CHAPTERS

Ashland, Southern Oregon College of Education—39
La Grande, Eastern Oregon College of Education—39

Pennsylvania

COUNTY ASSOCIATIONS

Adams County Teachers Assn—44
Allegheny County Branch, Pennsylvania State Education Assn—44
Armstrong County Branch, Pennsylvania State Education Assn—46
Berks County Branch, Pennsylvania State Education Assn—44
Bucks County Teachers Assn—48
Centre County Branch, Pennsylvania State Education Assn—48
Chester County Teachers Assn—46
Clearfield County Branch, Pennsylvania State Education Assn—45
Clinton County Local Branch, Pennsylvania State Education Assn—48
Columbia County Branch, Pennsylvania State Education Assn—44
Crawford County Branch, Pennsylvania State Education Assn—39
Delaware County Teachers Assn—39
Erie County Education Assn—48
Fayette County Branch, Pennsylvania State Education Assn—41
Greene County Branch, Pennsylvania State Education Assn—46
Indiana County Education Assn—46

Jefferson County Teachers Assn—46
Juniata County Education Assn—46
Lackawanna County Local Branch, Pennsylvania State Education Assn—48
Lebanon County Teachers Assn—21
Lehigh County Local Branch, Pennsylvania State Education Assn—48
Luzerne County Branch, Pennsylvania State Education Assn—45
Lycoming County Teachers Assn—44
McKean County Teachers Assn—48
Mercer County Branch, Pennsylvania State Education Assn—47
Mercer County Teachers Assn—42
Monroe County Branch, Pennsylvania State Education Assn—44
Montgomery County Education Assn—42
Northampton County Teachers Assn—46
Perry County Education Assn—48
Pike County Education Assn—45
Schuylkill County Branch, Pennsylvania State Education Assn—46
Snyder County Branch, Pennsylvania State Education Assn—37
Somerset County Branch, Pennsylvania State Education Assn—40
Sullivan County Education Assn—44
Susquehanna County Branch, Pennsylvania State Education Assn—46
Tioga County Branch, Pennsylvania State Education Assn—47
Venango County Education Assn—45
Washington County Education Assn—40
Westmoreland County Branch, Pennsylvania State Education Assn—44
Wyoming County Educational Assn—47
York County Teachers Assn—42

CITY ASSOCIATIONS

Aliquippa Education Assn—39
Allentown Education Assn—21
Altoona Education Assn—21
Ambridge Educational Assn—32
Ashland Teachers Assn—48
Avalon Teachers Assn—44
Beaver Education Assn—46
Bellevue Teachers Assn—48
Berwick Educational Assn—44
Braddock Teachers Assn—37
Bradford City Educational Assn—40
Bristol Teachers Assn—48
Brookville Teachers Assn—48

Affiliated Local Associations

- Butler City Branch, Pennsylvania State Education Assn—47
Canonsburg Education Assn—44
Carnegie Branch, Pennsylvania State Education Assn—42
Chambersburg Branch, Pennsylvania State Education Assn—46
Cheltenham Teachers Assn—39
Chester Teachers Assn—21
Clairton Education Assn—46
Clearfield Teachers Assn—39
Coatesville Teachers Assn—40
Collingdale Teachers Assn—48
Columbia Teachers Assn—48
Connellsville Branch, Pennsylvania State Education Assn—39
Conshohocken Branch, Pennsylvania State Education Assn—48
Coraopolis Educational Assn—48
Darby Teachers Assn—44
Donora Teachers Assn—45
Dormont Branch, Pennsylvania State Education Assn—44
Dubois Education Assn—35
Duquesne Branch, Pennsylvania State Education Assn—44
East Deer Teachers Assn—45
Easton Teachers Assn—34
Emmaus Branch, Pennsylvania State Education Assn—45
Erie Branch, Pennsylvania State Education Assn—47
Erie Teachers Assn—21
Etna Branch, Pennsylvania State Education Assn—43
Farrell Teachers Assn—46
Ford City Local, Pennsylvania State Education Assn—48
Forest Hills Teachers Assn—43
Forty Fort Teachers Assn—44
Franklin Teachers Assn—42
Greensburg Teachers Assn—46
Greenville Teachers Assn—21
Grove City Branch, Pennsylvania State Education Assn—38
Hampton Teachers Assn—39
Hanover Branch, Pennsylvania State Education Assn—48
Harrisburg Teachers Federation—48
Hazelton City Teachers Assn—33
Hershey Education Association—48
Hollidaysburg Local, Pennsylvania State Educational Assn—44
Huntingdon Borough Branch, Pennsylvania State Education Assn—48
Indiana Borough Teachers Assn—46
Jeannette Teachers Assn—41
Johnstown Teachers Assn—47
Kingston Branch, Pennsylvania State Education Assn—46
Kittanning Teachers Assn—44
Lancaster Teachers Assn—34
Lansdale Teachers Assn—40
Lansdowne Teachers Assn—41
Lansford Teachers Assn—46
Latrobe Branch, Pennsylvania State Education Assn—44
Lebanon City Teachers Assn—42
Lehigh Local Branch, Pennsylvania State Education Assn—45
Lewistown Education Assn—38
Lower Merion Branch, Pennsylvania State Education Assn—45
Mahanoy City Teachers Assn—47
McKeesport Education Assn—48
Midland Education Assn—48
Monessen Teachers Assn—41
Monongahela Teachers Assn—48
Morrisville Teachers Assn—46
Mt. Lebanon Branch, Pennsylvania State Education Assn—43
Nazareth Teachers Assn—40
New Castle Branch, Pennsylvania State Education Assn—40
New Kensington Branch, Pennsylvania State Education Assn—38
Norristown Teachers Assn—43
Northampton Teachers Assn—44
North Huntingdon Branch, Pennsylvania State Education Assn—40
Oakmont Branch, Pennsylvania State Education Assn—41
Oil City Teachers Assn—21
Palmerton Teachers Assn—21
Philadelphia Elementary Teachers Assn—41
Philadelphia Secondary Teachers Assn—40
Philadelphia Teachers Assn—21
Philadelphia Teachers Institute—38
Phoenixville Education Assn—42
Pittsburgh Teachers Assn—21
Plymouth Borough Branch, Pennsylvania State Education Assn—44
Pottstown Teachers Assn—21
Punxsutawney Teachers Assn—46
Reading Teachers Assn—21

Affiliated Local Associations

Saint Clair Local Branch, Pennsylvania State Education Assn—47
Sayre Branch, Pennsylvania State Education Assn—46
Scottdale Branch, Pennsylvania State Education Assn—47
Scranton Branch, Pennsylvania State Education Assn—46
Sharon Teachers Assn—24
Steelton Branch, Pennsylvania State Education Assn—48
Swissvale Teachers Assn—42
Tamaqua Teachers Assn—45
Tarentum Teachers Association—47
Titusville Branch, Pennsylvania State Education Assn—48
Upper Darby Branch, Pennsylvania State Education Assn—48
Vandergrift Education Assn—46
Warren Borough Teachers Assn—48
Waynesboro Teachers Assn—45
West Chester Branch, Pennsylvania State Education Assn—39
West Pittston Local Branch, Pennsylvania State Education Assn—47
Wilkes-Barre Education Assn—46
Williamsport Education Assn—21
Wilson Borough Teachers Assn—46
York City Education Assn—24

COLLEGES and UNIVERSITIES

Faculty Club, Indiana State Teachers College—44
Mansfield State Teachers College Faculty—40
Slippery Rock State Teachers College Faculty—40

REGIONAL or DISTRICT ASSOCIATIONS

Abington Township Teachers Assn—38
Canton Township Teachers Assn—48
Dunbar Township Education Assn—47
East Donegal Township Teachers Assn—46
German Township Branch, Pennsylvania State Education Assn—46
Harrison Township Teachers Assn—46
Hickory Township Teachers Assn—45
Muhlenberg Township Branch, Pennsylvania State Education Assn—38
Pennsylvania State Teachers League—42
Penn Township Professional School Employees Assn—46

Professional School Employees of the Tenth Legislative District—44
Radnor Township Education Assn—45
Sandy Township Teachers Assn—44
Whitehall Township Education Assn—43

FTA CHAPTERS

Bloomsburg, State Teachers College—46
Clarion, State Teachers College—47
Collegeville, Ursinus College—46
East Stroudsburg, East Stroudsburg State Teachers College—47
Huntingdon, Juniata College—41
Indiana, State Teachers College—45
Lancaster, Franklin and Marshall College—40
Millersville, State Teachers College—45
Philadelphia, Chestnut Hill College—45
Pittsburgh, Duquesne University—39
Reading, Albright College—44
Shippensburg, State Teachers College—47
West Chester, State Teachers College—44

Rhode Island

COUNTY ASSOCIATIONS

[none]

CITY ASSOCIATIONS

Central Falls Teachers Assn—47
Cranston Teachers Assn—21
Lincoln Teachers Assn—45
Westerly Teachers Club—39

South Carolina

COUNTY ASSOCIATIONS

Abbeville County Department of Classroom Teachers—45
Anderson County Education Assn—42
Beaufort County Education Assn—46
Charleston County Teachers Assn—42
Clarendon County Teachers Assn—47
Colleton County Education Assn—42
Darlington County Education Assn—46
Greenville County Classroom Tchrs. Assn—47
Greenville County Education Assn—44
Greenwood County Education Assn—48
Kershaw County Education Assn—41
Marlboro County Teachers Assn—42

Affiliated Local Associations

Richland County Education Assn—47
Saluda County Education Assn—47
Sumter County Classroom Teachers Assn—43
York County Education Assn—42

CITY ASSOCIATIONS

Charleston Assn of Deans and Supervisors—47
Charleston Elementary Teachers Assn—31
Clinton Classroom Teachers Assn—47
Columbia Teachers Council—38
Greenville City Teachers Assn—46
Greenville-Parker Classroom Teachers Unit—46
Lancaster Classroom Teachers Assn—47
Laurens Classroom Teachers Assn—47
Orangeburg Teachers Council—47
Rock Hill Classroom Teachers Assn—47
Sumter City Teachers Assn—41

REGIONAL or DISTRICT ASSOCIATIONS

Association of School Administrators, SCEA—45
Department of Classroom Teachers, South Carolina Education Assn—43

FTA CHAPTERS

Greenville, Bob Jones University—47

South Dakota

COUNTY ASSOCIATIONS

Butte County, C. L. E. A.—44
Clark County Unit, South Dakota Education Assn—40
Custer County Education Assn—47
Davison County Teachers Assn—40
Hyde County Local Educational Assn—45
Lawrence County Education Assn—46
Lincoln County Education Assn—42
Moody County Education Assn—41
Perkins County Education Assn—45
Sanborn County Education Assn—44
Turner County Teachers Education Assn—43
Yankton County Education Assn—44
Ziebach County Educational Assn—48

CITY ASSOCIATIONS

Aberdeen City Teachers Assn—21
Bison Local Education Assn—45
Bixby Education Assn—45
Canton Unit, South Dakota Education Assn—40
Ellingson Education Assn—45

Lead Teachers Assn—45
Lemmon-White Butte Rural Education Assn—45
Lodgepole Local Education Assn—45
Meadow Local Education Assn—45
Mitchell Teachers Assn—47
Rapid City Intermediate Grade Teachers Assn—40
Sioux Falls Public School Teachers Assn—24
Spearfish Teachers Assn—47
Strool Local Education Assn—45

FTA CHAPTERS

Mitchell, Dakota Wesleyan University—45
Vermillion, University of South Dakota—44

Tennessee

COUNTY ASSOCIATIONS

Anderson County Teachers Assn—46
Bedford County Education Assn—40
Benton County Education Assn—48
Blount County Teachers Assn—46
Campbell County Teachers Assn—47
Carroll County Teachers Assn—47
Cheatham County Teachers Assn—48
Claiborne County Educational Assn—46
Cumberland County Education Assn—47
Davidson County Education Assn—34
DeKalb County Teachers Assn—47
Dyer County Education Assn—48
Fentress County Education Assn—48
Franklin County Teachers Assn—48
Gibson County Educational Assn—41
Hancock County Teachers Assn—47
Hardeman County Education Assn—48
Hardin County Teachers Assn—48
Henderson County Teachers Assn—45
Hickman County Teachers Assn—48
Johnson County Teachers Assn—48
Knox County Teachers League—39
Lauderdale County Education Assn—46
Lawrence County Teachers Assn—21
Lincoln County Education Assn—40
Madison County Colored Teachers Assn—47
Madison County Teachers Assn—47
Marion County Education Assn—48
Marshall County Teachers Assn—47
McMinn County Teachers Assn—47
McNairy County Teachers Assn—47
Monroe County Educational Assn—46
Montgomery County Education Assn—48
Morgan County Teachers Assn—48
Obion County Education Assn—47

Affiliated Local Associations

Overton County Teachers Assn—48
Perry County Teachers Assn—48
Putnam County Teachers Assn—47
Robertson County Teachers Assn—46
Rutherford County Education Assn—47
Sequatchie County Teachers Assn—46
Sevier County Teachers Assn—47
Shelby County Teachers Assn—21
Sullivan County Teachers Assn—47
Unicoi County Teachers Assn—41
Warren County Education Assn—47
Washington County Teachers Assn—47
Wayne County Education Assn—48
Weakley County Education Assn—47
Williamson County Teachers Assn—48

CITY ASSOCIATIONS

Cleveland Education Assn—46
Dyersburg Education Assn—45
Elizabethton Teachers Assn—40
Harriman Teachers Assn—46
Jackson Public School Teachers Assn—46
Johnson City Teachers Assn—46
Kingsport Teachers Assn—47
Knoxville Teachers League—21
Maryville Teachers Assn—40
Memphis Education Assn—29
Morristown Teachers League—41
Nashville City Teachers Assn—46
Oak Ridge Educational Assn—47
Paris City Teachers Assn—46
Springfield Teachers Assn—40

COLLEGES and UNIVERSITIES

The Education Assn, College of Education, University of Tennessee—46

FTA CHAPTERS

Collegedale, Southern Missionary College—40
Cookeville, Tennessee Polytechnic Institute—45
Harrogate, Lincoln Memorial University—40
Jefferson City, Carson-Newman College—40
Knoxville, Knoxville College—42
Madisonville, Hiwassee College—48
Murfreesboro, Middle Tennessee State College—46
Nashville, David Lipscomb College—48

Texas

COUNTY ASSOCIATIONS

Bee County Teachers Assn—46
Bexar County Teachers Assn—43

Collin County Unit, Texas State Teachers Assn—47
Dallas County Elementary Education Assn—48
Freestone County Teachers Assn—47
McLennan County Primary Teachers Assn—46
Parker County Classroom Teachers Assn—46
Rusk County Classroom Teachers Assn—48

CITY ASSOCIATIONS

Abilene Classroom Teachers Assn—39
Abilene Unit, TSTA—47
Alamo Heights Teachers Assn—47
Amarillo Classroom Teachers Assn—48
Amarillo Teachers Club—28
Anson Classroom Teachers Assn—45
Austin Classroom Teachers Assn—34
Austin Colored Teachers Assn—45
Austin Teachers Assn—21
Beaumont Classroom Teachers Assn—39
Belton Local Unit, TSTA—48
Big Spring Classroom Teachers Assn—47
Borger Classroom Teachers Assn—46
Brazosport Education Assn—47
Brenham Classroom Teachers Assn—46
Brownsville Education Assn—43
Brownwood Classroom Teachers Assn—47
Canyon Classroom Teachers Assn—46
Cleburne Classroom Teachers Assn—46
Corpus Christi Classroom Teachers Assn—46
Corpus Christi Faculty Club—44
Dallas Classroom Teachers Assn—21
Dallas High School Teachers Assn—27
Dallas Teachers Council—48
Denton Classroom Teachers Assn—46
Electra Classroom Teachers Assn—47
El Paso Classroom Teachers Assn—38
El Paso Teachers Assn—21
Fort Worth Classroom Teachers Assn—37
Frisona Teachers Club—45
Galena Park Classroom Teachers Assn—48
Galveston City Teachers Assn—21
Galveston Classroom Teachers Assn—39
Gray-Roberts Unit, Texas State Teachers Assn—47
Harlingen Teachers Assn—46
Highland Park Classroom Teachers Assn—40
Houston Assn of School Administrators—43
Houston Teachers Assn—21
Irving Teachers Assn—48
Levelland Classroom Teachers Assn—45
Los Angeles Heights Teachers Assn—44
Lubbock Classroom Teachers Council—43
Mineral Wells Classroom Teachers Assn—46

Affiliated Local Associations

Orange Education Assn—46
Pampa Classroom Teachers Assn—46
Paris Classroom Teachers Assn—48
Plainview Classroom Teachers Assn—47
San Angelo Classroom Teachers Assn—45
San Antonio Teachers Council—21
San Antonio Teachers Council, Negro Division—39
Sherman Classroom Teachers Assn—47
South San Antonio Classroom Teachers Assn—48
Sweetwater Classroom Teachers Assn—45
Taylor Faculty Club—45
Terrell Classroom Teachers Assn—46
Texarkana Classroom Teachers Assn—47
Tyler Classroom Teachers Assn—48
Tyler Unit, Texas State Teachers Assn—40
Victoria Teachers Council—45
Waco Classroom Teachers Assn—29
Waxahachie Classroom Teachers Assn—46
Weatherford Classroom Teachers Assn—47

REGIONAL or DISTRICT ASSOCIATIONS

Texas Classroom Teacher Assn—44

FTA CHAPTERS

Abilene, Abilene Christian College—45
Abilene, Hardin-Simmons University—39
Abilene, McMurry College—46
Alpine, Sul Ross State Teachers College—46
Amarillo, Amarillo Junior College—46
Belton, Mary Hardin-Baylor College—42
Brownwood, Howard Payne College—47
Denton, North Texas State Teachers College—45
Edinburg, Edinburg Junior College—40
Houston, University of Houston—46
Huntsville, Sam Houston State Teachers College—39
Lubbock, Texas Technological College—39
Nacogdoches, Stephen F. Austin State Teachers College—41

Utah

COUNTY ASSOCIATIONS

Alpine Teachers Assn—47
Beaver County Teachers Assn—47
Box Elder Teachers Assn—21
Cache County Teachers Assn—47
Carbon County Teachers Assn—47

Daggett Teachers Assn—47
Davis County Teachers Assn—21
Duchesne County Teachers Assn—39
Emery County Teachers Assn—47
Garfield County Teachers Assn—46
Grand County Teachers Assn—47
Granite Teachers Assn—21
Iron County Teachers Assn—47
Jordan Teachers Assn—34
Juab Teachers Assn—47
Kane County Teachers Assn—47
Millard County Teachers Assn—47
Morgan County Teachers Assn—47
Nebo Teachers Assn—30
North Sanpete Teachers Assn—47
North Summit Teachers Assn—47
Piute Teachers Assn—47
Rich County Teachers Assn—47
San Juan Teachers Assn—47
Sevier Teachers Assn—47
South Sanpete Teachers Assn—47
South Summit Teachers Assn—47
Tintic Teachers Assn—47
Tooele County Education Assn—48
Uintah County Teachers Assn—47
Wasatch County Teachers Assn—47
Washington County Teachers Assn—44
Wayne County Teachers Assn—47
Weber County Education Association—42

CITY ASSOCIATIONS

Logan Teachers Assn—35
Murray Teachers Assn—41
Ogden Education Assn—38
Park City Teachers Assn—47
Provo Teachers Assn—37
Salt Lake City Teachers Assn—21

FTA CHAPTERS

Ephraim, Snow College—47
Salt Lake City, University of Utah—39

Vermont

COUNTY ASSOCIATIONS

[none]

CITY ASSOCIATIONS

Brattleboro Teachers Assn—48
Burlington Teachers Assn—48

Affiliated Local Associations

Champlain Valley Teachers Assn—38
Hartford Teachers Assn—34
Ludlow Teachers Assn—46
Rutland Teachers Assn—43

REGIONAL or DISTRICT ASSOCIATIONS

Northeastern Tri-County Teachers Assn—35
Southeastern Vermont Teachers Assn—20
Southwestern Tri-County Teachers Assn—36
Vermont State Superintendents Assn—41

Virginia

COUNTY ASSOCIATIONS

Albemarle County Education Assn—39
Appomattox County Teachers Assn—44
Arlington Education Assn—43
Augusta County Teachers Assn—43
Bath County Education Assn—47
Bedford County Education Assn—40
Campbell County Teachers Assn—38
Caroline Education Assn—39
Charlotte County Teachers Assn—43
Chesterfield County Teachers Assn—43
Dinwiddie Education Assn—45
Fairfax County Classroom Teachers Assn—44
Fairfax Education Assn—45
Fauquier County Teachers Assn—38
Floyd County Education Assn—38
Fluvanna County Education Assn—39
Franklin County Education Assn—41
Giles County Teachers Assn—41
Greene County Teachers Assn—39
Greensville County Teachers Assn—46
Halifax County Education Assn—46
Henrico County Classroom Teachers Assn—43
Henrico County Education Assn—43
Henry County Education Assn—47
King and Queen County Education Assn—47
King George County Teachers Assn—39
Louisa County Teachers Assn—47
Madison County Teachers Assn—39
Montgomery County Education Assn—38
Nansemond County Teachers Assn—37
Norfolk County Classroom Teachers Assn—47
Norfolk County Educational Assn—32
Nottoway County Teachers Assn—48
Orange County Education Assn—39
Pittsylvania County Education Assn—43
Prince George County Teachers Assn—35
Prince William County Education Assn—39

Princess Anne County Classroom Teachers Assn—46
Princess Anne Education Assn—43
Pulaski County Teachers Assn—38
Richmond - Westmoreland County Teachers Assn—40
Roanoke County Education Assn—37
Shenandoah County Teachers Assn—35
Smyth County Teachers Assn—39
Spotsylvania County Education Assn—39
Stafford County Teachers Assn—39
Sussex County Education Assn—47
Warren County Education Assn—44
Warwick County Teachers Assn—40
Washington County Education Assn—38
York County Teachers Assn—39

CITY ASSOCIATIONS

Alexandria Education Assn—35
Bristol Teachers Assn—42
Charlottesville Education Assn—43
Fredericksburg Education Assn—44
Hampton and Elizabeth City County Education Assn—37
Harrisonburg Teachers Assn—38
Hopewell Education Assn—43
Isle of Wight Education Assn—47
Lynchburg Teachers Club—47
Newport News Classroom Teachers Assn—44
Newport News Education Assn—21
Norfolk Classroom Teachers Department—44
Norfolk Education Assn—21
Norfolk Teachers Assn—44
Petersburg Teachers Club—38
Portsmouth Classroom Teachers Assn—48
Portsmouth Education Assn—21
Radford Teachers Assn—35
Richmond Teachers League—21
Roanoke City Classroom Teachers Assn—47
Roanoke City Education Assn—38
Rockbridge Education Assn—43
South Norfolk Teachers Assn—32
Staunton Teachers Assn—21
Waynesboro Education Assn—43
Winchester Education Assn—31

REGIONAL or DISTRICT ASSOCIATIONS

Department of Classroom Teachers, Virginia Education Assn—44
Virginia Department of Classroom Teachers, District L—41

Affiliated Local Associations

FTA CHAPTERS

Farmville, State Teachers College—39
Hampton, Hampton Institute—43
Lawrenceville, St. Paul's Polytechnic Institute—47
Lynchburg, Lynchburg College—47
Petersburg, Virginia State College—47
Radford, Radford College—39
Salem, Roanoke College—47

Washington

COUNTY ASSOCIATIONS

Adams County Unit, Washington Education Assn—40
Benton County Education Assn—47
Chelan County Unit, Washington Education Assn—46
Clallam County Education Assn—46
Clark County Classroom Teachers Assn—39
Columbia County Education Assn—47
Cowlitz County Education Assn—48
Douglas County Unit, Washington Education Assn—46
Garfield County Teachers Assn—46
Grant County Education Assn—46
Jefferson County Teachers League—46
Kittitas County Unit, Washington Education Assn—46
Lincoln County Unit, Washington Education Assn—46
Okanogan County Unit, Washington Education Assn—39
Pacific County Education Assn—46
Pend Oreille County Teachers Assn—38
Pierce County Education Assn—46
Skagit County Education Assn—46
Snohomish County Education Assn—39
Spokane County Unit, Washington Education Assn—39
Stevens County Teachers Assn—46
Thurston County Unit, Washington Education Assn—46
Wahkiakum County Educational Assn—46
Walla Walla County Unit, Washington Education Assn—46
Whatcom County Unit, Washington Education Assn—46
Whitman County Education Assn—46
Yakima County Education Assn—37

CITY ASSOCIATIONS

Aberdeen Unit, Washington Education Assn—43
Auburn Education Assn—46
Battle Ground Education Assn—47
Bellingham Administrative Unit, Washington Education Assn—46
Bellingham Classroom Teachers League—21
Bothell Education Assn—48
Bremerton Teachers League—46
Camas-Washougal Education Assn—46
Centralia Education Assn—27
Chehalis Unit, Washington Education Assn—45
Edmonds Unit, Washington Education Assn—46
Enumclaw-Tahoma Unit, Washington Education Assn—48
Everett Assn of Classroom Teachers—21
Grays Harbor Education Assn—46
Highline Unit, Washington Education Assn—46
Hoquiam Education Assn—46
Issaquah Education Assn—48
Kelso Teachers Assn—46
Lake Washington Education Assn—47
Local Unit of Employees—State Superintendent—48
Longview Education Assn—46
Overlake-Mercer Island Unit, Washington Education Assn—48
Port Angeles City Teachers Assn—46
Renton Unit, Washington Education Assn—46
Richland Education Assn—48
Seattle Administrative and Supervisory League—43
Seattle Assn of Classroom Teachers—36
Seattle Grade Teachers Club—21
Seattle Principals Assn—21
Shoreline Education Assn—46
South Central Education Assn—48
South Kitsap Education Assn—46
Spokane Teachers Assn—42
Sunnyside Education Assn—46
Tacoma Classroom Teachers Assn—34
Tacoma Public Schools Administrative Group—21
Toppenish Faculty Forum—40
Vancouver Classroom Teachers Assn—40
Vancouver Education Assn—46
Walla Walla Teachers Assn—40
Wapato Education Assn—47
Wenatchee Unit, Washington Education Assn—39

Affiliated Local Associations

Yakima Classroom Teachers Assn—21
Yakima Council of Supervision—46

COLLEGES and UNIVERSITIES

Central Washington College of Education Unit,
Washington Education Assn—46
Everett Junior College Unit—48

REGIONAL or DISTRICT ASSOCIATIONS

Department of Classroom Teachers, Washing-
ton Education Assn—45

FTA CHAPTERS

Seattle, Seattle Pacific College—41
Spokane, Whitworth College—48
Walla Walla, Whitman College—40

West Virginia

COUNTY ASSOCIATIONS

Barbour County Classroom Teachers Assn—40
Barbour County Teachers Assn—43
Berkeley County Classroom Teachers Assn—47
Berkeley County Teachers Assn—41
Cabell County Classroom Teachers Assn—44
Cabell County Education Assn—37
Clay County Classroom Teachers Assn—46
Doddridge County Classroom Teachers Assn—47
Doddridge County Education Assn—47
Greenbriar Classroom Teachers Assn—44
Greenbriar County Education Assn—41
Hancock County Education Assn—44
Hardy County Classroom Teachers Assn—47
Hardy County Educational Assn—37
Harrison County Classroom Teachers Assn—44
Harrison County Education Assn—40
Jefferson County Teachers Assn—47
Kanawha County Classroom Teachers Assn—44
Kanawha County Education Assn—26
Kanawha County Elementary Principals Assn—44
Lewis County Classroom Teachers Assn—46
Lewis County Education Assn—47
Logan County Classroom Teachers Assn—44
Logan County Education Assn—45
Marion County Classroom Teachers Assn—46
Marion County Education Assn—47
Marshall County Classroom Teachers Assn—44
Marshall County Teachers Assn—44
Mason County Teachers Assn—39

McDowell County Classroom Teachers Assn—46

McDowell County Education Assn—40
Mercer County Classroom Teachers Assn—46
Mercer County Teachers Assn—34
Mineral County Classroom Teachers Assn—46
Mineral County Education Assn—21
Mingo County Classroom Teachers Assn—48
Mingo County Education Assn—47
Monongalia County Classroom Teachers Assn—44

Monongalia County Teachers Assn—23
Monroe County Classroom Teachers Assn—47
Ohio County Classroom Teachers Assn—44
Ohio County Education Assn—34
Pleasants County Education Assn—47
Preston County Teachers Assn—36
Putnam County Teachers Assn—40
Raleigh County Classroom Teachers Assn—46
Randolph County Classroom Teachers Assn—43
Randolph County Teachers Assn—36
Roane County Classroom Teachers Assn—45
Roane County Teachers Assn—41
Summers County Classroom Teachers Assn—46
Taylor County Classroom Teachers Assn—46
Taylor County Teachers Assn—40
Upshur County Education Assn—39
Webster County Classroom Teachers Assn—46
Wood County Classroom Teachers Assn—47
Wood County Education Assn—32
Wyoming County Classroom Teachers Assn—48

REGIONAL or DISTRICT ASSOCIATIONS

West Virginia Assn of School Superintendents—43
West Virginia Assn of Secondary-School Principals—44
West Virginia Elementary School Principals Assn—46
West Virginia State Classroom Teachers Assn—41

FTA CHAPTERS

Athens, Concord College—39
Bethany, Bethany College—42
Buckhannon, West Virginia Wesleyan College—41
Charleston, Morris Harvey College—42
Fairmont, Fairmont State College—42
Harpers Ferry, Storer College—42
Philippi, Alderson-Broadbent College—44
Salem, Salem College—40
Shepherdstown, Shepherd College—39
West Liberty, West Liberty State College—39

Affiliated Local Associations

Wisconsin

COUNTY ASSOCIATIONS

Buffalo County Teachers Assn—45
Columbia County Teachers Assn—47
Dodge County Teachers Assn—47
Kenosha County Teachers Assn—39
Milwaukee County Teachers Assn—47
Polk County Local Unit, Wisconsin Education Assn—48
Sawyer County, Wisconsin Education Assn—46
Sheboygan County Teachers Assn—40

CITY ASSOCIATIONS

Appleton Education Assn—37
Ashland Education Assn—39
Baraboo Education Assn—48
Beloit Education Assn—44
Cudahy Education Assn—40
Eau Claire Public School Teachers Assn—21
Fond du Lac Council of Education—21
Green Bay Education Assn—36
Janesville Education Assn—34
Kenosha Education Assn—21
LaCrosse Education Assn—47
LaCrosse Teachers Club—21
Madison Education Assn—35
Manitowoc Education Assn—38
Marinette Teachers Assn—39
Merrill Teachers Assn—40
Milwaukee Public School Administrators Assn—38
Milwaukee Secondary Education Assn—33
Milwaukee Teachers Assn—21
Neenah Teachers Assn—39
New London Teachers Assn—47
Oshkosh Education Assn—38
Racine Teachers Assn—21
Sheboygan Education Assn—39
Shorewood Teachers Assn—40
Sparta Education Assn—40
Stevens Point Teachers Assn—39
Stoughton Teachers Assn—40
Superior Classroom Teachers Assn—27
Watertown Education Assn—40
Waukesha Teachers Assn—40
Wausau Education Assn—39
Wauwatosa Teachers Assn—39
West Allis Teachers Assn—39
West Bend Education Assn—40
Whitefish Bay Teachers Assn—46

COLLEGES and UNIVERSITIES

Platteville State Teachers College Education Assn—47

REGIONAL or DISTRICT ASSOCIATIONS

Central Wisconsin Teachers Assn—21
Northeastern Wisconsin Educational Assn—21
Northern Wisconsin Education Assn—21
Western Wisconsin Teachers Assn—43
Wisconsin Supervising Teachers Assn—38

FTA CHAPTERS

Eau Claire, State Teachers College—45
Whitewater, State Teachers College—40

Wyoming

COUNTY ASSOCIATIONS

Laramie County Teachers Assn—21

CITY ASSOCIATIONS

Big Horn Basin Classroom Teachers Assn—47
Casper and Midwest Classroom Teachers Assn—29
Cody Classroom Teachers Assn—47
Evanston Classroom Teachers Assn—44
Green River Classroom Teachers Assn—46
Kemmerer Classroom Teachers Assn—47
Lander Classroom Teachers Assn—47
Laramie Classroom Teachers Assn—45
Powell Classroom Teachers Assn—46
Riverton Assn of Classroom Teachers—46
Rock Springs Teachers Assn—46
Sheridan Classroom Teachers Assn—44

FTA CHAPTERS

Laramie, University of Wyoming—39

Alaska

Anchorage Education Assn—46
Fairbanks Teachers Assn—46

Hawaii

Hilo Teachers Union—21
Kauai Education Assn—25
Kohala Teachers Assn—29
Kona Education Assn—46
Maui Teachers Assn—21
Molokai Education Assn—47
Oahu Education Assn—23

Puerto Rico

Sabana Seca Teachers Club—48

FTA CHAPTERS

Rio Piedras, University of Puerto Rico—40

Affiliated Local Associations

AIDS TO SUCCESSFUL ACCOMPLISHMENT BY LOCAL ASSOCIATION

Aid ("secret of success")	Percent of all-inclusive associations	Percent of classroom- teacher associations
1. Cooperation, unity, and willing participation and support of members; good attendance at meetings	23%	37%
2. Energetic, active, association leaders (officers, executive committees, committee members, etc.)	18	19
3. Interest and cooperative attitude of superintendent, other administrators, boards of education	10	9
4. New or greatly improved activities or services in association program, e. g., public-relations program	6	5
5. More interesting and better planned programs and meetings (serving refreshments, meetings at convenient hours, all groups represented on programs, getting better acquainted)	4	3
6. Help and cooperative attitude on part of state and national associations; national publicity	3	4
7. Strong interest in salaries, resulting in active support by members	3	2
8. Community cooperation, favorable attitudes (backing of civic groups, PTA)	3	3
9. Friendly cooperation with other local, county, or state education associations, especially in promoting state legislation	3	3
10. Reorganization (revising constitution, lengthening term of officers, breaking county into unit areas)	1	1
Percent of associations reporting on aids	57	66

HANDICAPS TO SUCCESSFUL ACCOMPLISHMENT BY LOCAL ASSOCIATION

Handicap	Percent of all-inclusive associations	Percent of classroom- teacher associations
1. Indifference among members (poor attendance, lack of interest, lack of understanding of value, lack of cooperation)	21%	17%
2. Adverse attitude of schoolboard or of administrative and supervisory officers	8	11
a. Schoolboard	4	5
b. Superintendent or other administrative officer	3	6
c. Teachers afraid to participate in or support program	1	2
3. Lack of time from teaching and other compulsory assignments for association work	6	6
4. Ranks divided by grade level, groups, or on special issues	6	5
5. Association not efficiently operated	5	9
a. Ineffective working relations among officers, building representatives, committees, members	3	6
b. Unbalanced program (overemphasis on one activity, e. g., social, salary schedule)	2	3
c. Too few meetings	Less than 1%	1
6. Membership scattered; poor transportation facilities	5	3
7. Adverse attitude of public officials or legislative bodies on issues	3	2
8. Lack of association funds for carrying on an adequate program	3	5
9. Competing organizations	3	5
10. Adverse public attitudes on issues	2	3
11. Specific activities or services inadequate or lacking from association's program (e. g., public relations, executive secretary)	2	1
12. Unprofessional and unethical attitudes of some members	1	4
Percent of associations reporting on handicaps	57	64

(From "Local Education Associations at Work," October 1948 *NEA Research Bulletin*. See page 107 of this Handbook.)

Today

ANGELA MORGAN

*To be alive in such an age!
With every year a lightning page
Turned in the world's great wonder-book
Whereon the leaning nations look,
When men speak strong for brotherhood
For peace and universal good;
When miracles are everywhere
And every inch of common air
Throbs a tremendous prophecy
Of greater marvels yet to be.
O, Thrilling Age!
O, Willing Age!
When steel and stone and rail and rod
Become the utterance of God
A trump to shout His thunder thru,
Proclaiming all that man may do.*

*To be alive in such an age!
To live to it!
To give to it!
Rise, soul, from thy despairing knees,
What if thy lips have drunk the lees?
Fling forth thy sorrow to the wind
And link thy hope with humankind:
The passion of a larger claim
Will put thy puny grief to shame.
Breathe the world-thought, do the world-deed,
Think hugely of thy brother's need.
Give thanks with all thy flaming heart,
Crave but to have in it a part—
Give thanks and clasp thy heritage—
To be alive in such an age!*

From *Gold on Your Pillow*, Harvey Parker
and Craftsmen, Los Angeles, California.

PART III

NEA Affiliated State Associations

State education associations derive special importance from the fact that under our American system, the control of education is left to the states. Schools operate under provisions in the state constitutions and laws passed by the various legislatures. Our state associations have grown steadily in membership and influence since the pioneer groups were organized in New York and Rhode Island in 1845. Under the Victory Action Program they are moving forward along with local and national associations into a period of increasing effectiveness.

George Eliot in her poem "Stradivarius" tells the story of a dissolute young artist who approaches the great violin maker in his shop and after his failure to borrow a coin he berates the old man for his painstaking effort and tells him his violins would bring as much if made in half the time. The craftsman's answer is a classic:

*When any master holds
Twixt chin and hand a violin of mine,
He will be glad that Stradivare lived,
Made violins, and made them of the best.
My work is mine,
And, heresy or not, if my hand slack'd
I should rob God.
I say, not God himself can make man's best
Without best men to help him. I am one best
Here in Cremona.
I would not change my skill
To be the Emperor.*

Thank God, we are teachers, we would not change our skill for anyone. With heads held high, we move to action impelled by an unshakable faith in the dignity of our profession, and demanding the remuneration and respect which should be ours.—ARTHUR F. COREY, *Executive Secretary-Treasurer, California Teachers Association, 391 Sutter Street, San Francisco 8, California.*

THE IDEAL STATE ASSOCIATION

[1] Is motivated by a definite statement of purpose with emphasis on the welfare of the child, promotion of the cause of education, and advancement of the interests of teachers.

[2] Has adopted the Victory Action Program and has an action program for its state with specific goals to guide immediate and longterm effort.

[3] Emphasizes the development of strong local associations with opportunity for every member to work on the problems of the profession.

[4] Is integrated with local and national associations, on a united-dues basis.

[5] Is adequately financed, largely by annual dues. A fee of 1% of the annual salary would be a reasonable amount for unified dues—local, state, national, and departmental. For present dues of state associations, see page 20.

[6] Is governed by a delegate assembly large enough to represent the various areas of the state and of the profession and small enough to transact the business of the association efficiently.

[7] Has an executive committee which acts for the association between meetings of the delegate assembly.

[8] Has live, functioning departments

for subjectmatter and administrative areas.

[9] Has standing committees transacting routine business and at work on the solution of continuing major problems.

[10] Has special committees of definite, limited terms, for the solution of particular problems.

[11] Has an ethics commission to disseminate, interpret, and enforce the ideals and standards of the profession thru a well-formulated code of ethics.

[12] Has a legislative commission to promote larger units of administration, adequate financial support of education, higher standards of certification, minimum salary laws, a retirement system, tenure and sickleave regulations, and other provisions for educational progress.

[13] Carries on a service program of conventions, research, publications, public relations, and professional study groups.

[14] Is serviced by an efficient and adequate staff of well-housed and well-paid employes, which may include an executive secretary, an editor of the state association magazine, a director of research, a director of public relations and field services, and a reasonable number of clerical assistants.

IN BOOKS lies the soul of the whole Past Time; the articulate audible voice of the Past . . . All that Mankind has done, thought, gained or been: it is lying as in magic preservation in the pages of Books.—THOMAS CARLYLE

Affiliated State Associations

ALABAMA

Area: 51,609 sq. mi. *Pop.* [1947]: 2,824,000. *Counties:* 67. *Towns 2500 or over:* 59
Largest cities 1940: Birmingham 267,583; Mobile 78,720; Montgomery 78,084
Capital: Montgomery. *State Superintendent of Education:* A. R. MEADOWS
NEA State Director: H. G. GREER, supt of Monroe County Schools, Monroeville
State PTA President: MRS. M. PRATT WALKER, 1508 8th St., Tuscaloosa

Alabama Education Association, 21 Adams Avenue, Montgomery 4

Organized: 1840, Benton. *Reorganized:* July 25, 1856, Selma

Annual Meeting of Representative Assembly: Birmingham or Montgomery, March;
 annual dues, \$2-5

District Organization: The state is divided into eight districts, each represented by
 a member on the executive committee

President: RAYMOND HURLBERT, 1240 Cotton Ave., S. W., Birmingham

Secretary-Treasurer: FRANK L. GROVE [since January 1, 1928]

Director of Studies: VINCENT RAINES

Director of Public Relations: LUCIEN P. GIDDENS

Director of Professional Relations: MRS. CALLIE G. LOCKE

Official Organ: *Alabama School Journal*. Editor and Manager: FRANK L. GROVE

Status of Teachers, Principals, Supervisors: Number 1947-48: 20,600. Estimated average salary 1947-48, as reported by state association: \$1900. Statewide tenure law since 1939. Statewide joint-contributory teacher retirement law since 1939.

Membership as of May 31:						Suggested NEA Goals for Unification by 1951			
	1943	1944	1945	1946	1947	1948	1949	1950	1951
AEA	14052	14449	14272	13643	13967	14533			
NEA	5785	10017	11780	11571	12351	13991	14172	14353	14533

Victory Action Program: Approved in principle by Executive Committee.

1948: *Affiliates* 39; *FTA Chapters* 5; *FTA Members* 223; *NEA Life Members* 69

100% *Honor Roll* 1948: *Counties* 57; *Cities* 36; *Schools* 1501; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Birmingham:</i> L. FRAZER BANKS . . .	300	<i>Montgomery:</i> D. P. CULP	353
N. R. BRUNETT	305	CALLIE G. LOCKE	271
BENJAMIN R. HAYNES	357	PAUL W. MATHEWS	341
<i>Mobile:</i> R. L. BOOKER	334	W. L. SPENCER	347
<i>Montevallo:</i> DAWN KENNEDY	343	H. COUNCIL TRENHOLM	313
		<i>University:</i> J. B. SMITH	343

ALABAMA

Achievements 1921-1948

GREAT educational advancement in Alabama has crowned the past 27 years. In 1927 the appropriations for schools were increased materially and the foundation of the equalization fund established. In 1935 the legislature further increased educational appropriations and set up a state minimum-school program for rural and urban schools. In 1939 the teacher-tenure law was enacted and the state retirement system for teachers established.

In the same year deferred payment of teachers salaries was abolished and a law was passed guaranteeing prompt payment of salaries. In 1940 a minimum school term of eight months for every child was adopted. In 1945 the schools received the largest appropriations ever authorized at any one time in this state, an increase of more than \$6,000,000, which resulted in higher teachers salaries.

This progress has paralleled the reorganization and development of the Alabama Education Association. In 1921 state headquarters were set up in Montgomery; a fulltime executive employed;

and an official organ, *The Alabama School Journal*, began publication.

AEA membership now includes about 98% of the teachers in the state. It maintains eight district divisions and 103 local associations.

Effective September 1946 the professional staff of the association was expanded to include a director of public relations and a director of professional relations. Additional office space and furnishings were provided. Thruout the year just closed particular emphasis was given to the 1947 legislative program. This program represents the composite judgment of teachers at the local, district, and state levels. Its major provisions include an average annual salary of \$1800, an extension of the school term from eight to nine months, and improvements in the teacher-retirement system.

Increased emphasis in the district organizations of the AEA resulted from the recent reorganization of district councils which provide a link between the state and local association.

Future Program

Plans for the third statewide Leadership School to be held in August are now being completed. Other plans call for an increased number of classroom-teacher organizations thruout the state. These are being organized as divisions of the overall local associations.

Action by committees was well or-

ganized during the past year and particularly effective. Several of these committees will be continued during the coming year. One of these is concerned with problems of organization, such as the improvement of district council work, the selection of delegates, and a better annual convention.

Affiliated State Associations

ALASKA

Alaska, an organized US Territory, occupies the northwestern part of the continent.

It was purchased from Russia in 1867 for \$7,200,000.

Area: 586,400 sq. mi. *Population:* 72,524

Capital: Juneau. *Commissioner of Education:* JAMES C. RYAN

NEA Director: DONALD V. LAWVERE, supt of schools, Homer

Alaska Education Association

Dues: \$.50

President: CARL R. CARLSON, Seward

Secretary-Treasurer: MARIAN MUNSON, Seward

Status of Teachers, Principals, Supervisors: Number 1947-48: 345. Estimated average salary 1945-46: \$2655. Minimum salary law since 1939; present minimum first division: \$3000; third division: \$3240; second and fourth divisions: \$3400.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
AEA	145	203	255	235	299	275			
NEA	265	251	295	249	321	397	275	275	275

Victory Action Program: Has not adopted program.

1948: *Affiliates* 2; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 18

100% *Honor Roll* 1948: *Cities* 16; *Schools* 29

ALASKA

Achievements 1925-1948

Years ago Alaska was termed the "land that God forgot." Shamanism, witchcraft, and other manifestations of paganism were common. Today the Alaska native reads, writes, studies law, medicine, and theology—all because pioneering educators blazed the trail for the presentday, fine educational system in the territory.

The government schools of Alaska,

operated by the Bureau of Indian Affairs, strive to assist the native Alaskan to adjust himself to an Alaska which the white man is remaking for his way of life. The parochial schools are primarily for the dependent children of which there is an appalling number.

The public schools of Alaska are open to both white and native. The term *native* applies to the three distinct types

Affiliated State Associations

of Alaskan natives—Indian, Aleut, and Eskimo. Only by mingling freely in a democratic, educational system can the native and the whites adjust themselves to each other and to a civilization where all meet on a common level and to which each must contribute his best. Progressive educators are looking forward to the day when both systems will be merged, recognizing that segregation of races is one of the greatest handicaps toward achievement of world brotherhood of man.

Today Alaska has 76 public schools staffed with 438 teachers. Three years above highschool is the minimum requirement for an elementary teachers certificate. Eighty percent of the 160 elementary teachers in the city schools hold bachelors degrees, nine of whom have masters degrees. Nearly all the highschools are associated in the Northwest Highschool Association.

The territorial schools are adminis-

tered by the territorial board of education with the commissioner of education, an appointee of the board as an executive officer, and by local schoolboards in incorporated towns.

The salary scale ranges at present from \$3000 to \$4400 with an ultimate maximum of \$4800 to be reached. Extremely high traveling and living costs make high salaries imperative.

The Alaska teachers retirement system provides for retirement with a monthly income of \$100 after 25 years of service, 15 of which have been in the territory. The teacher pays \$90 yearly to the retirement fund. Each teacher is given ten days annual sick leave with pay.

In 1944 the Sheldon Jackson Junior College was established. The junior college, primarily a Christian school, is open to both white and native students and is an important milestone on the road of educational progress in Alaska.

Future Program

Because of conditions peculiar to Alaska, the Alaska Education Association does not work in the same way that the state organizations do. There are no regular meetings due to great distances between cities and to transportation difficulties. The dues are relatively small and the business of the organization is carried on by the executive committee composed of the president, secretary-treasurer, and the commissioner of education. The association has been success-

ful in securing passage of a very good retirement bill and in establishing a new salary schedule for Alaska teachers.

The association expects to continue its work in behalf of the teachers of Alaska and to contribute its efforts to better schools and the establishment of working conditions favorable to instruction. It will seek to maintain high professional standards and promote an extensive program of teacher welfare for teachers in Alaska.

Affiliated State Associations

ARIZONA

Area: 113,909 sq. mi. *Pop.* [1947]: 657,000. *Counties:* 14. *Towns 2500 or over:* 16
Largest cities 1940: Phoenix 87,000; Tucson 36,818; Douglas 8623; Mesa 7224
Capital: Phoenix. *State Superintendent of Public Instruction:* L. D. KLEMMEDSON
NEA State Dir: ALICE L. VAIL, Highschool, Tucson
State PTA President: MRS. P. M. BREEDING, 3403 East Glenn, Tucson

Arizona Education Association, 812 N. First St., Phoenix

Organized: 1891, Phoenix

Annual Meeting of Delegate Assembly: November 4-6, 1948; Phoenix; annual dues, 50¢ on each full \$100 of annual salary

President: RUTH M. ADAMS, North Phoenix Highschool, Phoenix

Vicepresident: HARVEY L. TAYLOR, supt. of schools, Mesa

Executive Secretary: WALTER MAXWELL [since June 1, 1942]

Assistant Executive Secretary: LOIS ROGERS

Treasurer: T. D. ROMERO, Tucson Sr. HS., Tucson

Official Organ: Arizona Teacher-Parent. *Editor:* LOIS ROGERS. *Asst. Editor:* PAULINE POAGE. *Advertising Manager:* ISOBEL SALE

Status of Teachers, Principals, Supervisors: Number 1947-48: 4300. Estimated average salary 1947-48, as reported by state association: \$3270. No minimum salary law, but \$2400 minimum for B.A. teachers is typical local practice. Statewide joint-contributory teacher retirement law since 1943. Annual election of teachers.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
AEA	2300	3076	3245	3271	3766	3751			
NEA	1946	2374	2679	2650	3178	3769	3751	3751	3751

Victory Action Program: Approved in principle and adopted in practice.

1948: *Affiliates* 39; *FTA Chapters* 2; *FTA Members* 32; *NEA Life Members* 75

100% *Honor Roll* 1948: *Counties* 0; *Cities* 16; *Schools* 139; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Phoenix: WINONA MONTGOMERY 271, 296 W. C. SAWYER..... 310
EDWON L. RIGGS..... 334

ARIZONA

Achievements 1921-1948

THE Arizona Education Association maintained an active program of work prior to 1938 but its efforts received new impetus when a headquarters office was established that year. The *Arizona Teacher* was purchased at the same time. Shortly thereafter it was converted into the *Arizona Teacher-Parent*.

In 1940 the association conducted an intensive campaign which resulted in the passage of an initiative law providing liberal state aid to elementary schools and highschools.

In March 1947 the association was successful in efforts to get the state legislature to increase substantially this aid to local school districts. Arizona's law now provides that not less than \$95 per pupil will be provided by the state. It makes it mandatory upon each county to provide not less than an additional \$20, making a total of \$115 per pupil in average daily

attendance from sources outside the local district. Passage of this law resulted in an increase in teachers salaries that amounted to an average of \$800 per teacher.

In 1943 the state association secured enactment of the Arizona Teachers Retirement Law converting the former "pay-if-we-can" pension law of 1912 into a funded retirement program. This law was also strengthened and liberalized by the 1947 state legislature.

By action of its Delegate Assembly on November 8, 1947, the Arizona Education Association completely unified its membership with that of the NEA.

For the school year 1948-49 an all-inclusive dues plan will be in effect. Each member's professional dues (state and national) will be 50¢ on each full \$100 of salary, plus NEA dues.

Future Program

The association intends to achieve a minimum salary of \$2400 a year for Arizona teachers tho it has not yet been successful in securing legislation to this end.

For the past four years the state association has waged a vigorous battle on behalf of a strong tenure law for Arizona teachers.

The tempo of this effort is increasing

in the face of numerous instances in which Arizona teachers have been unfairly dismissed. Enactment of a proposed Fair Dismissal Law for Arizona teachers will be sought in the legislative sessions of 1949.

NEA membership in Arizona has increased from 700 in 1921 to 3769 in 1948. This achieves the 1951 membership goal of the Victory Action Program.

Affiliated State Associations

ARKANSAS

Area: 53,102 sq. mi. *Pop.* [1947]: 1,903,000. *Counties:* 75. *Towns 2500 or over:* 53
Largest cities 1940: Little Rock 88,039; Fort Smith 36,584; Hot Springs 21,370;
 Pine Bluff 21,290; North Little Rock 21,137; El Dorado 15,858
Capital: Little Rock. *State Commissioner of Education:* RALPH B. JONES
NEA State Director: H. R. PYLE, executive secy, AEA, Little Rock
State PTA President: MRS. EDGAR F. DIXON, 615 E. 21st St., Little Rock

Arkansas Education Association, Union Life Building, Little Rock

Organized: 1869, Little Rock

Annual Meeting of Council on Education: November, Little Rock; unified dues, \$10

President: CECIL SHUFFIELD, county supervisor, Nashville

Executive Secretary: H. R. PYLE [since Aug. 1, 1947]

Director of Field Service: FORREST ROZZELL

Director of Publications: T. M. STINNETT

Treasurer: C. F. ALLEN, exec. secy, Teacher Retirement System, Little Rock

Official Organ: Journal of Arkansas Education.

Status of Teachers, Principals, Supervisors: Number 1947-48: 12,700. Estimated average salary 1947-48, as reported by state association: \$1450. State apportionment schedule for 1947-48: less than one year of college training: \$1050; certificate based on 30 to 59 semester hours: \$1260; certificate based on 60 to 89 semester hours: \$1470; certificate based on 90 to 119 semester hours: \$1750; certificate based on B.A. degree: \$2100. Revenues are expected to finance about 80% of state apportionment schedule. Statewide continuing contract law since 1941. Statewide joint-contributory teacher retirement law since 1937.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
AEA	8505	9176	9540	10027	10111	10409			
NEA	786	2178	4728	6095	7325	9227	9621	10015	10409

Victory Action Program: Endorsed by Representative Council

1948: *Affiliates* 66; *FTA Chapters* 1; *FTA Members* 22; *NEA Life Members* 57

100% *Honor Roll* 1948: *Counties* 41; *Cities* 266; *Schools* 679; *STC* 1

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Little Rock:</i> MRS. J. E. JOHNSON	357	MRS. ILA M. NIXON	332
ED MC CUISTON	313, 353	FORREST ROZZELL	294

ARKANSAS

Achievements 1921-1948

MEMBERSHIP in the Arkansas Education Association has grown from 3600 to 10,409 within the last 27 years. The headquarters staff has been increased from one to seven and the membership voted in May 1947 to adopt the unified membership dues of \$10.

The Victory Action Program was adopted by the Representative Council on Education at its meeting in November 1946. NEA membership has increased from 68 in 1921 to 9227 in 1948 achieving the 1948 membership goal of the Victory Action Program.

Two publications have been developed since 1921. They are *The Journal of Arkansas Education* and the *Journallette*, a newsletter.

Free textbook service thruout the elementary school was inaugurated. County supervisors of schools were restored. An appointive state commissioner of educa-

tion and selection of a professional staff for the department were secured.

The 1947 legislative enactments increased state aid funds in the amount of \$8,000,000 which means that state support has increased from about \$5,000,000 in 1939 to \$22,000,000 in 1947. The additional funds supplied by the 1947 legislature will provide for an average increase in teachers salaries of \$300. The average annual salary of teachers has been raised from \$576 in 1939 to approximately \$1500 in 1947. Funds were also secured from the 1947 legislature to increase maximum retirement benefits from \$600 to \$900 annually. A teachers scholarship fund was established by the 1947 legislature which is applicable to teachers who now have less than 60 hours of work and provides an annual scholarship subsidy of \$10 per semester hour not to exceed \$120.

Future Program

The association expects to submit to the people in the general election of 1948 constitutional amendments to remove the present 18 mill limit permitted to local districts for tax assessing. Reorganization of the state's present 1900 school districts into units large enough to provide highschool facilities for each child may be sought. No other avenue offers so many opportunities to improve the educational program and to make good schools available to the children.

Long-range objectives of the association are: [1] an accredited 12-grade program available to every child; [2] a beginning teachers salary of \$2400; [3] minimum requirement of a bachelor's degree for beginning teachers; [4] retirement benefits equal to one-half salary received at time of retirement with a minimum of \$50 per month and a maximum of \$125; [5] adequate tenure provisions; [6] 100% unified membership—local, state, and national.

Affiliated State Associations

CALIFORNIA

Area: 158,693 sq. mil. *Pop.* [1947]: 9,876,000. *Counties:* 58. *Towns 2500 or over:* 167
Largest cities 1940: Los Angeles 1,504,277; San Francisco 634,536; Oakland 302,163;
San Diego 203,341; Long Beach 164,271; Sacramento 105,958; Berkeley 85,547;
Glendale 82,582; Pasadena 81,864; San Jose 68,457; Fresno 60,685; Stockton 54,714;
Santa Monica 53,500; San Bernardino 43,646; Alhambra 38,935; Belvedere 37,192;
Alameda 36,256; Santa Barbara 34,958; Riverside 34,696; Santa Ana 31,921
Capital: Sacramento. *State Supt of Public Instruction:* ROY E. SIMPSON
NEA State Directors: VERA HAWKINS, San Diego Highschool, San Diego
MALCOLM P. MURPHY, prin., Sacramento Senior HS, Sacramento
State PTA president: MRS. G. W. LUHR, 4345 Detroit, Oakland

California Teachers Association, 391 Sutter St., San Francisco 8

Organized: May 4, 1863

Annual Meeting, Representative Assembly: Second Saturday of April each year in
San Francisco; annual dues, \$6

Sectional Organization: State is divided into six sections

President: ERWIN A. DANN, principal, Fresno Highschool, Fresno

Vicepresident: VERA HAWKINS, teacher, San Diego Highschool, San Diego

Executive Secretary-Treasurer: ARTHUR F. COREY [since Sept. 1, 1947]

Assistant Secretary: MARY A. BALL

Assistant Secretary and Director of Research: FRANK W. PARR

Assistant Director of Research: KENNETH R. BROWN

Director of Field Service: ROBERT E. MCKAY

Editor, Sierra Educational News: VAUGHAN MAC CAUGHEY

Advertising Manager: LUCILE R. GALLAGHER

Field Representatives: TED BASS, 612 S. Figueroa St., Los Angeles 14; H. W. PAT KELLY,
Box 1166, Shafter; ROBERT REES, 391 Sutter St., San Francisco 8

Section Officers

Bay Section

President: MILDRED STEVENS, teacher, Vallejo Junior Highschool, Vallejo

Secretary: WALLACE W. HALL, 391 Sutter St., Room 815, San Francisco 8

Central Section

President: HENRY NEWBOLA, teacher, Gustine Union Highschool, Gustine

Secretary: JOHN R. KING, 2316 Oregon Drive, Bakersfield

Affiliated State Associations

Central Coast Section

President: CHESLEY I. BENTLEY, teacher, Hartnell School of Agriculture, Salinas

Secretary: T. S. MAC QUIDDY, city superintendent of schools, Watsonville

North Coast Section

President: DENNIE B. WILLIS, principal, Highschool, Laytonville

Secretary: MRS. ALMA THOMPSON, general supervisor, Office County Superintendent of Schools, Eureka

Northern Section

President: JOHN H. PALMER, city superintendent, Marysville

Secretary: RALPH W. EVERETT, 2740 Portola Way, Sacramento 17

Southern Section

President: MRS. AMANDA BONWELL, prin., Halldale Elementary school, Los Angeles

Secretary: LIONEL DE SILVA, 612 S. Figueroa St., Los Angeles 14

Status of Teachers, Principals, Supervisors: Number 1947-48: 54,386. Estimated average salary 1947-48: \$3600. Minimum salary law since 1937: present minimum, \$2400. Teacher tenure since 1921, except in rural districts. Statewide joint-contributory teacher retirement law since 1913.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
CTA	36811	36506	38672	40930	41868	46454			
NEA	18045	20084	22924	23524	24862	29949	35451	40953	46454

Victory Action Program: Has not adopted program.

1948: *Affiliates* 117; *FTA Chapters* 5; *FTA Members* 115; *NEA Life Members* 596

100% *Honor Roll* 1948: *Counties* 0; *Cities* 29; *Schools* 506; *STC* 0

"THE WELFARE of the schools for generations hinges on our ability to awaken teachers to their great opportunity in professional organization."

Affiliated State Associations

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Bakersfield:</i> JOHN R. KING	316	<i>Norwalk:</i> LOUISE W. HEYL	319
<i>Berkeley:</i> JESSE BOND	355	<i>Oakland:</i> W. BAYARD BUCKHAM	352
<i>Dos Palos:</i> MRS. BLANCHE L. SCHMIDT	334	ROBERT A. CHOATE	341
<i>Fresno:</i> ARNOLD JOYAL	308, 327	BERNICE SETZER	343
<i>Long Beach:</i>		<i>Pasadena:</i> WILLARD E. GOSLIN	292, 325
MRS. AMANDA B. BONWELL	311	AMY GRAU MILLER	341
HAROLD B. BROOKS	347	<i>Sacramento:</i>	
GLADYS POTTER	329	MALCOLM P. MURPHY	273, 315
<i>Los Angeles:</i> IDA MAY ANDERSON	343	FRANCIS W. NOEL	331
JOHN N. GIVEN	357	<i>San Diego:</i> WILL C. CRAWFORD	298
J. LYMAN GOLDSMITH	328	<i>San Francisco:</i> ARTHUR F. COREY	294
E. W. JACOBSEN	292	CHARLES M. DENNIS	341
VERNE LANDRETH	321	<i>San Jose:</i> EDWIN SWANSON	357
F. DEAN MC CLUSKY	331	<i>San Rafael:</i> ELOISE MAYS	353
MARY VIRGINIA MORRIS	332	<i>Stanford:</i> RAY N. FAULKNER	343
PAUL SHEATS	319		

CALIFORNIA

Achievements 1921-1948

The California Teachers Association has played a vital role thruout the years in developing the professional and financial sinews of public education in California. Leadership and grass-roots support for sound educational measures repeatedly have been provided by the association, with resultant benefits to the children and the schools of the state.

Thanks to efforts of the CTA, California schools, from kindergarten thru junior college, now receive state support on the basis of \$120 per year for each unit of average daily attendance. The 1946 amendment to the state constitution which fixed state aid at that level and established a minimum teachers salary of \$2400 a year was initiated by the CTA.

As a result salaries were increased an average of \$600 per teacher last year.

Under CTA-sponsored legislation state funds are being allocated to the schools on an equalization basis, with poor districts receiving larger grants than those with greater local tax resources.

To meet a critical shortage of classrooms caused by California's phenomenal growth of population the CTA backed legislation which in the last two years has given \$55,000,000 in state funds to aid local school districts unable to meet classroom construction needs from local resources.

As a result of the association's studies and legislative program teachers of California now have a sound retirement sys-

Affiliated Local Associations

tem which provides half salary for teachers who retire at the age of 63 or over with 30 years of service.

Likewise the CTA was responsible for the granting of ten days a year sick leave, with the unused portion cumulative to 40 days. In addition California teachers have protection of tenure laws enacted with CTA support.

The CTA is working to improve its public and professional relations and is conducting a recruitment program to help attract qualified young people into the profession.

A new research department has undertaken a salary study and a survey to determine California's overall classroom

construction needs. A statewide educational research council has been formed to bring together the research activities of the major universities and school districts with those of the CTA.

The association's four-man field-service public-relations staff is providing invaluable assistance to local associations in salary scheduling, leadership training, bond and tax rate election campaigning and in other related fields.

A legal department, established as part of the CTA's program of expanded services, has provided much needed legal guidance to individual and group members.

Future Program

A long-range study of the financial needs of the California schools has been undertaken by the CTA with the cooperation of the state department of education and with the aid of expert consultants. A new apportionment law will be

drafted and overall needs reviewed.

An ethics commission will be named to investigate ethics problems in the state. Increased services to members thru field-service, public-relations, and research departments are planned.

FAITH AND THE FUTURE—Clear, and more clear, out of the dimness of coming time, emerge to the vision of faith the myriad hosts of the generations that shall succeed us. These generations are to stand in our places, to be called by our names, and to accept the heritage of joy or of woe which we shall bequeath them. Shall they look back upon us with veneration for our wisdom and beneficent forecast, or with shame at our selfishness and degeneracy? Our ancestors were noble examples to us; shall we be ignoble examples to our posterity? Let us not dishonor our lineage. Let us remember that the fortunes of our children, and of their descendants, hang upon our fidelity, just as our fortunes were suspended upon the fidelity of our fathers.

—HORACE MANN

Affiliated State Associations

COLORADO

Area: 104,247 sq. mi. *Pop.* [1947]: 1,159,000. *Counties:* 63. *Towns 2500 or over:* 30
Largest cities 1940: Denver 322,412; Pueblo 52,162; Colorado Springs 36,789

Capital: Denver. *State Supt of Public Instruction:* NETTIE S. FREED

NEA State Director: CRAIG P. MINEAR, exec. secy, Colorado Education Assn, Denver

State PTA President: MRS. E. A. BLOOMQUIST, Pueblo

Colorado Education Association, 1605 Penn. St., Denver 5

Organized: December 28, 1875, Denver

Annual Meeting, Delegate Assembly: Colorado Springs in December; annual dues, \$4

President: ROY WASSON, supt. of schools, Colorado Springs

Executive Secretary: CRAIG P. MINEAR [since January 1, 1944]

Director, department of teacher welfare: CARL B. NEWLON

Director, publications and associate editor: WARD B. KIMBALL

Director, field service: EDDY WEBB

Director, teacher placement service: MARGARET SHAFFER

Official Organ: The Colorado School Journal. *Editor:* CRAIG P. MINEAR

Status of Teachers, Principals, Supervisors: Number 1947-48: 9000. Estimated average salary 1947-48: \$2100. Minimum salary law since 1921; rates superseded by minimum program, \$1800 elem. and highschool. Tenure law since 1921, not statewide. Statewide joint-contributory teacher retirement law since 1944.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
CEA	8442	8626	8953	9070	9234	9452			
NEA	4311	4156	4350	4352	4298	4647	6249	7851	9452

Victory Action Program: Unanimously adopted by Delegate Assembly.

1948: *Affiliates* 20; *FTA Chapters* 4; *FTA Members* 265; *NEA Life Members* 102

100% *Honor Roll* 1948: *Counties* 0; *Cities* 31; *Schools* 181; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Boulder:</i> EDWIN R. CARR	349	MARY HUGHES	351
<i>Denver:</i> PRUDENCE BOSTWICK	329	KENNETH E. OBERHOLTZER	294
RUTH M. EVANS	272	CECIL PUCKETT	357
EUGENE H. HERRINGTON	292, 334	RITA PUTNAM	346
MARGARET HOKE	319	<i>Rocky Ford:</i> JAMES H. WILSON	316

COLORADO

Achievements 1921-1948

THE COLORADO EDUCATION ASSOCIATION has worked since 1921 on several major objectives. They include more state support for public schools and a more equitable plan for the financing of schools; the reorganization of the state department of education; a statewide teacher-retirement system and a teacher-tenure law; a teacher-welfare program based upon sound business and cooperative principles; and the reorganization of school districts.

NEA membership has increased from 2813 in 1921 to 4647 in 1948. The Victory Action Program was officially adopted at the annual Delegate Assembly in December 1946.

In 1921 a minimum-salary law of \$75 per month was passed. In 1936 the association helped to sponsor a constitutional amendment allowing a state income tax for school revenue. In 1939 the CEA fought an attempt to divert the income tax to the general fund with the result that 35% of the tax was retained for the schools. An additional 35% was obtained in 1945 and 1946. In 1947 the income tax allocation was replaced by a direct appropriation from the general

fund of the state which exceeded the amount previously allocated to the schools by \$3,600,000. An \$1800 minimum classroom unit is assured on an equalization basis, and in addition the \$3,600,000 is paid to all schools on an aggregate-days attendance basis, that is, about \$21 per pupil per year.

State aid has been increased to an approximate 26% for this year. A resolution passed in 1947 places an amendment for the reorganization of the state department of education on the 1948 election ballot.

A CEA expansion program was launched at the 1946 Delegate Assembly to raise \$90,000 in three years to promote an aggressive and expanding program of activities. Of this amount \$54,000 had been pledged by May 1. Two of the major objectives of the expansion program have been realized in the purchase of a headquarters building, inauguration of a division of field service, and the appointment of a director of this division.

The association has operated a hospitalization plan since 1937. This program provides effective protection for teachers and their families.

Future Program

Number one amendment to be voted on in November proposes an elective state board of education which would appoint the commissioner of education. School district reorganization legislation

including state aid for transportation will be presented at the next special or regular session of the legislature. Additional state financial support is a third *must* in the CEA program.

Affiliated State Associations

CONNECTICUT

Area 5009 sq. mi. *Pop.* [1947]: 2,020,000. *Counties:* 8. *Towns 2500 or over:* 79
Largest cities 1940: Hartford 166,267; New Haven 160,605; Bridgeport 147,121;
Waterbury 99,314; New Britain 68,685; Stamford 47,938; Norwalk 39,849
Capital: Hartford. *State Commissioner of Education:* FINIS E. ENGLEMAN
NEA State Director: ALBERT C. MERRIAM, 1032 Chapel St., New Haven
State PTA President: MRS. H. OTIS HOWGATE, 31 Brookside Dr., Greenwich

Connecticut Education Association, State Office Building, Hartford

Organized: April 7, 1848

Annual Meeting of Representative Assembly: 1st and 2nd Saturday in May, Hartford; annual dues, \$6

District Organization: On basis of eight county councils

President: FENNESSEY CANTY, Waterbury

Executive Secretary: LYNDON U. PRATT [since Sept. 1, 1942]

Director of Research and Field Service: RAYMOND J. FAY [since Oct. 1944]

Associate in Field Service: RICHARD K. MORRIS

Director of Public Relations: FRANCIS W. TURNEY

Official Organ: Connecticut Teacher. *Editor:* LYNDON U. PRATT

Status of Teachers, Principals, Supervisors: Number 1947-48: 10,497. Estimated average salary 1947-48, as reported by state association: \$3067. Statewide continuing contract law since 1941; local tenure in some cities. Statewide joint-contributory teacher retirement law since 1917. Non-discrimination because of marital status, effective October 1947.

Membership as of May 31:						Suggested NEA Goals		
	1943	1944	1945	1946	1947	1948	for Unification by 1951	
CSTA	10048	9800	9769	9843	10156	9285	1949	1950
NEA	1943	2430	2872	2878	4198	4459	6068	7677
							1951	9285

Victory Action Program: Adopted by Board of Directors.

1948: *Affiliates* 53; *FTA Chapters* 1; *FTA Members* 58; *NEA Life Members* 113

100% *Honor Roll* 1948: *Counties* 0; *Cities* 5; *Schools* 63; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Darien:</i> FLORENCE HALE	272	<i>Stamford:</i> GLENN W. MOON	271
<i>Hartford:</i> FINIS E. ENGLEMAN	300	SARAH F. SMITH	319
G. WESLEY KETCHAM	328	<i>New Haven:</i> S. M. BROWNELL	336

CONNECTICUT

Achievements 1921-1948

CONNECTICUT TEACHERS STATE ASSOCIATION celebrated its centennial in April 1948 by becoming the Connecticut Education Association under a broad reorganization and constitutional revision. Dues were increased and membership broadened. Local teacher groups have affiliated in support of a common body of statewide professional policies.

During 1946-47, in addition to field service resulting in some \$4,000,000 of new salary money or over \$400 per teacher, the association secured the enactment of a new state-aid law making available to schools a total of \$20,500,000 of state funds for the biennium, or an increase of \$7,500,000 annually. In this legislative effort the association worked closely with the state department of education and other educational and lay groups. Connecticut's current salary average for teachers is reported at \$3067 as compared with \$2640 for 1946-47.

Connecticut's NEA membership has increased more than 25% since 1946 to a new high of 4459. The three-in-one plan to increase professional solidarity by stimulating membership and participa-

tion in the local teachers associations, the CEA, and the NEA, was inaugurated two years ago and proved successful in many communities.

Gains have also been registered by Connecticut in many other areas of the Victory Action Program. The organization of new local and regional associations during the year brings to 119 the total of such groups comprising all but 250 of the potential membership of 10,000.

Teacher activity, particularly thru the NEA Department of Classroom Teachers, is reaching new levels of professional contribution.

Professional standards and growth have also received attention thru the work of state association commissions. In cooperation with the state department of education they are conducting a joint restudy of certification on the state level.

Educational surveys and stimulation of inservice education, as well as cooperation with the NEA's Commission on Teacher Education and Professional Standards have also taken place.

Future Program

Dispassionate appraisal of Connecticut's present professional status clearly evidences distinct and gratifying gains for the year 1947-48 with ample opportunity still present for further effort and achievement.

In the coming year the CEA will strive for added gains towards its goal of achieving the fullness of professional status for the teachers of Connecticut and the best possible schools for Connecticut children.

Affiliated State Associations

DELAWARE

Area: 2057 sq. mi. *Pop.* [1947]: 293,000. *Counties:* 3; *Towns 2500 or over:* 8

Largest cities 1940: Wilmington 112,504; Dover 5517; Newark 4502; New Castle 4414

Capital: Dover. *State Superintendent of Public Instruction:* GEORGE R. MILLER, JR.

NEA State Director: JOHN SHILLING, asst state supt of public instruction, Dover

State PTA President: WILLIAM JAMIESON, JR., 18 Reamer Ave., Bellemoor, Wilmington 13

State School Board Associate: RILEY BROWN, Wyoming

Delaware State Education Association

Annual meeting: October 1947, Wilmington; annual dues, \$2

President: CHARLES P. HELM, Laurel

Vicepresident: RUTH L. GREEN, Wilmington

Secretary: MARY L. WALLER, Laurel

Treasurer: ROBERT FOULK, Wilmington

Official Organ: Delaware School Journal. *Editor:* E. PAUL BURKHOLDER

Status of Teachers, Principals, Supervisors: Number of teachers 1947-48: 1760. Estimated average salary 1946-47, as reported by state association: \$2118. Minimum salary law since 1919; present minimum \$1600 with lowest certificate, \$2000 with bachelor's degree. Statewide continuing contract law since 1933. Statewide pension plan since 1945 to which teachers do not contribute.

Membership as of May 31:							Suggested NEA Goals		
	1943	1944	1945	1946	1947	1948	for Unification by 1951		
							1949	1950	1951
DSEA	1517	1546	1612	1617	1560	1595			
NEA	709	944	929	925	969	981	1186	1391	1595

Victory Action Program: Adopted.

1948: *Affiliates* 7; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 20

100% *Honor Roll* 1948: *Counties* 2; *Cities* 5; *Schools* 39; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Dover: GEORGE W. AYARS 321 *Wilmington:* EUNICE BOUNDS 346
New Castle: HAROLD G. WHITESIDE . 314

The little red schoolhouse has produced the most peace-loving, yet the best fighting man in the world. —2/LT. EDMUND G. OLSWYK, INF.

DELAWARE

Achievements 1921-1948

THE program of the association as set up in the 1947 Resolutions indicates progressive changes as to organization and administration of the association and co-operative programs with other agencies interested in education. The membership dues, increased from \$2 to \$10, were collected in sufficient numbers to afford the employment of a fulltime executive secretary July 1, 1948, with offices in Dover.

The Victory Action Program, adopted last year, served as a stimulus for more numerous and active local associations.

At present there are 65 active city or district organized local associations and three county associations, all of which are units of the state association. Separate associations of administrators and classroom teachers are departments of the state association.

Substantial increases for teachers salaries were made during the 1947-49 biennium from city and district local taxes to supplement state funds. Teacher education and recruitment continues to be an important service especially for the executive-secretary office.

Future Program

A seven-point legislative program—covering: taxation; administration; school building; substantial salary increases for teachers, nurses, secretaries, and school custodians; revision of the pension system; scientific method of distribution of state funds; and a study of curriculum—has been projected for submission to

the 1949 legislature. All cooperating agencies have adopted a salary schedule starting at \$2400 for qualified beginners with a \$5000 maximum goal.

With the revival of local and three county associations, interest in state and national membership activities has increased.

WHOM, THEN, DO I CALL EDUCATED?—*First, those who control circumstances instead of being mastered by them, those who meet all occasions manfully and act in accordance with intelligent thinking, those who are honorable in all dealings, who treat good naturedly persons and things that are disagreeable, and furthermore, those who hold their pleasures under control and are not overcome by misfortune, finally those who are not spoiled by success.*

—ISOCRATES.

Affiliated State Associations

DISTRICT OF COLUMBIA

Area: 69 sq. mi. *Pop.* [1947]: 861,000

Superintendent of Schools: HOBART M. CORNING, Washington 5

NEA State Dir: SUE BRETT, McKinley Highschool

State PTA President: MRS. O. G. HANKINS, 2704 Brentwood Rd., N. E.

Status of Teachers, Principals, Supervisors: Number 1947-48: 3489. Average salary 1947-48: \$3500. Statutory salary schedule and tenure law since 1906, present minimum, \$2500. Joint-contributory teacher retirement law since 1920.

Education Association of the District of Columbia, Franklin Admin. Bldg.

Organized: December 1, 1849, Washington; annual dues, \$1

President: REGIS L. BOYLE, teacher, Eastern Highschool

Secretary: PAUL CARR, Wilson Teachers College, Washington 9

Official Organ: Journal of EADC. *Editor:* ELIZABETH JAMIESON, Jefferson Junior High

Columbian Educational Association

Organized: Feb. 9, 1921

Annual Meeting for Election of Officers: First week in October each year; dues \$1

President: MRS. THELMA L. BALTIMORE, teacher, Carver Elementary School

Official Organ: CEA Journal. *Editor:* THELMA RAYMOND, teacher, Phillips Elem. Sch.

Membership as of May 31:								Suggested NEA Goals		
	1942	1943	1944	1945	1946	1947	1948	for Unification by 1951		
EADC-CEA	2336	2481	2448	2507	2103	2484	2301	1949	1950	1951
NEA	1743	1754	2050	1960	1812	1887	1860	2007	2154	2301

Victory Action Program: Adopted with unified dues by the EADC Delegate Assembly.

1948: *Affiliates* 8; *FTA Chapters* 4; *FTA Members* 142; *NEA Life Members* 123

100% *Honor Roll* 1948: *Schools* 34; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

REGIS BOYLE	344	GALEN JONES ..	292, 347
CLYDE B. COCHRAN.....	332	MARY G. KELTY ...	349
HOBART M. CORNING	325	DARRELL T. LANE	310
JANE FRANSETH	353	VANETT LAWLER ..	306, 341
BESS GOODYKOONTZ.....	329, 351	CHARLOTTE MARR	346
WALTER E. HAGER.....	323	JOHN DALE RUSSELL.....	327

DISTRICT OF COLUMBIA

Achievements 1921-1948

ALTHO Washington's unusual setup as a municipality has brought complex problems to the Education Association of the District of Columbia, the organization has worked this year to promote teacher welfare, specifically the granting of 15 days sick leave, the abolishing of numerous inequities in the Salary Act of 1947, a cost-of-living salary increase, an increase in the annual \$100 increments, and higher salary maximums.

The Columbian Educational Association has striven this year for the same five goals.

The associations work thru the federal Congress, as it is on this body that the schools as well as other District branches of government are dependent for appropriations and all other legislation.

In July 1946 Congress enacted into law a new retirement bill patterned largely on the Civil Service retirement law, offering optional retirement at the age of 55 after 30 years of service.

The EADC sponsored plans for health insurance and group hospitalization as well as a credit union. Legislation granting sabbatical leave has added to the list of teacher benefits. For the past four years the EADC has sponsored courses in

mental hygiene and child study at the teachers college.

The CEA has brought to District educational personnel an annual *Journal* and monthly mimeographed bulletins of current news and technics in education, both local and national.

The EADC quarterly *Journal* has been a source of help and guidance to the educational employes of the schools as well as to parent-teacher organizations.

Outstanding speakers were brought by the EADC in 1947-48 to its members for educational and cultural inspiration.

The association has taken the lead or has cooperated with many local and affiliated groups in presenting worthwhile programs, especially during American Education Week.

Both the EADC and the CEA were on the planning committee for eight seminars on "Identifying and Suggesting Methods of Meeting Problems of Intergroup Relationships" sponsored by the National Conference of Christians and Jews.

Funds collected by both organizations for the Overseas Teacher-Relief Fund drive amounted to approximately \$2200.

THE WHOLE PEOPLE must take upon themselves the education of the whole people and be willing to bear the expense of it.—JOHN ADAMS.

Affiliated State Associations

FLORIDA

Area: 58,560 sq. mi. *Pop.* [1947]: 2,394,000. *Counties:* 67. *Towns 2500 or over:* 70
Largest cities 1945: Jacksonville 206,442; Miami 192,122; Tampa 108,391.

Capital: Tallahassee (Pop. 16,240). *State Supt-elect of Public Inst:* THOMAS D. BAILEY
NEA State Director: C. MARGUERITE MORSE, 1615 Maple St., Clearwater
State PTA President: MRS. J. FLOYDE GRIFFIN, 1109 E. Patterson, Tampa 4

Florida Education Association, 6 Centennial Building, Tallahassee

Organized: 1886, DeFuniak Springs

Annual Meeting of Representative Assembly: Meets each year in spring—time and place determined by board of directors; annual dues, \$3-5

District Organization: Seventeen district associations

President: M. M. FERGUSON, supervising principal, Sebring

Executive Secretary-Treasurer: JAMES S. RICKARDS [since July 1, 1929]

Secretary of Public Relations: THOMAS D. BAILEY [state superintendent after January 1949]

Official Organ: The Journal of the Florida Education Association. *Editor:* JAMES S. RICKARDS

Status of Teachers, Principals, Supervisors: Number 1947-48: 15,800. Estimated average salary 1947-48: \$2715. State apportionment schedule for 1947-48; certificates based on preparation as follows: less than two years, \$1000; two years, \$1400; three years, \$1600; four years, \$2550. Statewide joint-contributory teacher retirement law since 1939. Statewide continuing contract law enacted in 1947 to go into effect in 1952; tenure in some counties since 1935.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
FEA	10302	10136	10502	10847	11700	12275			
NEA	1978	2366	3271	3553	4098	5050	7459	9868	12275

Victory Action Program: Adopted by Executive Board.

1948: *Affiliates* 29; *FTA Chapters* 4; *FTA Members* 242; *NEA Life Members* 85
 100% *Honor Roll* 1948: *Counties* 2; *Cities* 1; *Schools* 199; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Clearwater:</i> C. MARGUERITE MORSE	300	WALTER R. WILLIAMS	328
<i>Gainesville:</i> HARVEY K. MEYER	328	<i>Tallahassee:</i> EDGAR L. MORPHET	308
B. C. RILEY	298	EDNA PARKER	339

FLORIDA

Achievements 1921-1948

THE TWO OUTSTANDING ACCOMPLISHMENTS of the 1947 legislature for the benefit of schools include the so-called omnibus bill for schools and amendments to the teachers retirement law.

The omnibus bill was largely under the sponsorship of the Governor's Citizens Committee on Education. Much of the detailed work for its comprehensive report was carried on by advisory committees which included approximately 200 members of the FEA.

Items in this bill for which FEA and school people were largely responsible were an increase for teachers salaries and all other school purposes to the extent of doubling previous amount of state aid; a minimum foundation program fund for all counties in the state; and continuing contracts and much liberalized sick leave for teachers.

The changes in the teachers retirement law provide a floor of \$75 per month benefits for all teachers who have given as much as 30 years of service; authorize the use of ten best years of salary for average final compensation; increase the ceilings from \$3000 to \$3600 per year on which benefits may be computed; liberalize the system further by authorizing

several optional plans of retirement and giving teachers until 1951 to pay the difference for such options as they may choose.

These new developments add to the previous record of achievements for schools and teachers. Some of them include the equalization of school opportunities between counties, uniform school term, establishment of a teachers retirement system and sick leave, studies relating to the economic status of teachers, proposals for improvement of teacher training and certification requirements, protection of schools against harmful legislation, interpretation of school needs to the public.

The association has worked with the state department of education in continuous efforts in curriculum revision, increased support for higher institutions of learning, adoption of a school code and improved budgetary procedure, establishment of a Foundation Program, and other projects.

The development of the Continuing Educational Council consisting of representatives of state organizations has been helpful in defining and interpreting school needs.

Future Program

The association will continue to promote forward-looking movements which will advance the welfare of the schools and their pupils and teachers. The Vic-

tory Action Program will receive greater emphasis. Plans for the immediate future and for the years ahead are under way.

Affiliated State Associations

GEORGIA

Area: 58,876 sq. mi. *Pop.* [1947]: 3,233,000. *Counties:* 159. *Towns 2500 or over:* 78
Largest cities 1940: Atlanta 302,288; Savannah 95,996; Augusta 65,919;
Capital: Atlanta. *State Superintendent of Schools:* M. D. COLLINS
NEA State Director: M. D. COLLINS, *state supt of public instruction, Atlanta*
State PTA President: MRS. FRED W. KNIGHT, Cartersville

Georgia Education Association, 704 Walton Building, Atlanta 3

Organized: August 21, 1867, Atlanta

Annual Meeting of Representative Assembly: Decided annually; annual dues, \$5

District Organization: The state is divided into eleven districts, each represented by a member on the board of directors

President: J. GORHAM GARRISON, principal, Ochlochnee Schools, Ochlochnee

Executive Secretary: J. HAROLD SAXON [since September 1944]

Director of field service: MRS. IVELLA K. MILLS

Official Organ: Georgia Education Journal. *Editor and Bus. Mgr:* J. HAROLD SAXON

Assistant editor: MRS. MARGARET B. JONES

Status of Teachers, Principals, Supervisors: Number 1947-48: 23,000. Estimated average salary 1947-48: \$1800. Minimum salary law since 1937; present minimum—county license: \$810 (white); \$570 (Negro). Professional certificate: \$1692 (white); 1524 (Negro). Tenure law since 1937, not statewide. Statewide joint-contributory teacher retirement law since 1943.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
GEA	13350	14503	14338	15615	16573	16492			
NEA	4846	6735	7838	9558	11154	11894	13427	14960	16492

Victory Action Program: Adopted by GEA Board of Directors

1948: *Affiliates* 67; *FTA Chapters* 7; *FTA Members* 183; *NEA Life Members* 55

100% *Honor Roll* 1948: *Counties* 64; *Cities* 37; *Schools* 440; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Athens:</i> RUBY ANDERSON	292	SARA MILNER	346
MARY LEATH THOMAS	343	MARY NICK SMITH	337
<i>Atlanta:</i> R. E. CLEMENT	306	<i>Emory University:</i>	
WILLIAM F. COX	298	THOMAS E. MCDONOUGH	321
GLENVILLE GIDDINGS	312	<i>Ringgold:</i> RUTH WILLIAMS	353
PARKER LILES	357		

GEORGIA

Achievements 1921-1948

SINCE 1921 the Georgia Education Association has developed from a loosely organized group of 1096 members to a wellcoordinated membership of 16,492. A fulltime secretary was employed in 1926.

In 1937 a seven-month school law as the basis for distribution of state funds was enacted. It is significant that this law has not been amended since its adoption. In 1937 the legislature created a lay state board of education and a lay state board of regents for the university system. In the same year free textbooks were provided for the first grade thru highschool.

In 1945 the GEA led the way in adoption of a new state constitution which removed both the floor and ceiling for educational opportunity. Under the old constitution state funds could not be spent for kindergartens or adult education. Under the new constitution state funds may be extended to cover these purposes.

Also in 1945 a school-attendance law became a reality. The new constitution

also made the state board of education and the state board of regents constitutional.

State appropriations for schools in 1921 totaled \$4,500,000. The present state appropriation is \$37,249,900. A drive which resulted in a 50% increase in the state teachers salary schedule was completed in 1946.

The state association thru its program of informing the people will continue its work toward accomplishing the Victory Action Program goals.

The legislative program for 1947 sponsored by the GEA was enacted into law. Accomplishments included a 12-grade school program. The county-school superintendents' pay from the state was placed on the same professional basis as teachers. County boards of education were authorized to finance construction of school buildings on a districtwide or countywide basis. The state board of education was given regulatory authority in pupil transportation. Adjustment was made in prior-service credit for teacher-retirement eligibility.

Future Program

Immediate action will be taken toward: [1] establishing a minimum salary of \$2400 annually for degree teachers; [2] continuing a program of public relations that will insure adequate state revenue for financing an expanded public-school

program; [3] establishing equal pay for equal work, adjusting elementary teacher-pupil load to the present highschool teacher-pupil load; [4] promoting a state program of tenure, group insurance, and hospitalization.

Affiliated State Associations

HAWAII

Area: 6454 sq. mi. *Pop.* [1947]: 525,600. The Hawaiian Islands, known as the cross-roads of the Pacific, are an organized US Territory, annexed by Congress in 1898.

Capital: Honolulu. *Superintendent of Public Instruction:* W. HAROLD LOPER

NEA State Dir: JAMES R. MC DONOUGH, exec. secy, Hawaii Education Assn, Honolulu

State PTA President: KILMER O. MOE, Central Intermediate School, Emma St., Honolulu 43

Hawaii Education Association, Room 1, Schuman Building, Honolulu

Organized: April 4-5, 1921, Honolulu

Annual Meeting: Honolulu; annual dues, \$50-12

President: CLARENCE B. DYSON, Waipahu School, Waipahu, Oahu

Executive Secretary: JAMES R. MC DONOUGH

Status of Teachers, Principals, Supervisors: Number 1947-48: 3300. Estimated average salary 1945-46: \$2795. Salary law since 1896; statutory schedule; minimum in 1947-48, including bonus, \$2700 for collegiate certificate. Teacher tenure law since 1919. Teacher joint-contributory retirement law since 1925.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
HEA	2647	2700	2827	3100	3101	3174			
NEA	2395	2571	2916	2923	3127	3217	3174	3174	3174

Victory Action Program: Adopted by Executive Committee. Unified dues in effect.

1948: *Affiliates* 7; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 82

100% *Honor Roll* 1948: *Counties* 0; *Cities* 0; *Schools* 154; *STC* 0

It is an unselfish action, growing slowly into the high habit of devotion, and at last, it may be, into a sort of consecration, that teaches a man the wide meaning of his life, and makes of him a steady professional in living, if the motive be not necessity, but love. Necessity may make a mere drudge of a man, and no mere drudge ever made a professional of himself; that demands a higher spirit and a finer incentive than his.—WOODROW WILSON

HAWAII

Achievements 1921-1948

THE HAWAII EDUCATION ASSOCIATION with the assistance of its affiliated local associations, the National Education Association, Department of Public Instruction, and community organizations interested in education, was responsible for substantial progress in education and in the advancement of teacher welfare.

Several important accomplishments were made in public education. They include the appointments of commissioners of public instruction for four years instead of two, the inclusion of the Territory of Hawaii in all federal educational acts, elimination of school tuition, raising of school age to 16, and safety standards for school buses.

A single-salary schedule is in effect thus assuring the same salary to teachers of comparable training and experience regardless of grade placement.

The 1947 Territorial Legislature acceded to the Hawaii Education Association's request to grant teachers and prin-

cipals a \$576 annual cost-of-living bonus. Salary range for the 1947-49 biennium for teachers with a four-year collegiate degree is \$2700 minimum and \$3660 maximum; for a five-year collegiate degree is \$2820 minimum and \$3900 maximum. These are gross salaries and include a \$48 per month bonus.

The benefits of the Territorial Employees' Retirement System were liberalized. Prior service credit was provided in the retirement system to teachers who did not elect to join when the system began. Teachers may retire at an age of 55 with benefits computed on any five consecutive years of service.

The 1947 legislature authorized and provided funds for the establishment of a seven-man commission to study salaries paid territorial employees and teachers and to make recommendations relative to changes in the classifications of territorial employees and teachers to the 1949 legislature.

Future Program

Increases in basic salaries for teachers will be sought from the 1949 legislature. The association will work for a basic single-salary schedule with a minimum of \$2700 and a maximum of \$4800 and may request the continuance of a cost-of-living bonus, the amount to be determined by the index of living costs at the time the 1949 legislature convenes.

A lower classroom-teacher load is an-

other goal. The Hawaii Congress of Parents and Teachers has joined the association in an attempt to secure an actual classroom load of not more than 25 pupils. Other items on the agenda include the expansion of the kindergarten program to provide for all five-year-olds, increase in the number of supervisory and guidance positions, and adequate appropriations for vocational education.

Affiliated State Associations

IDAHO

Area: 83,557 sq. mi. *Pop.* [1947]: 488,000. *Counties:* 44. *Towns 2500 or over:* 26
Largest cities 1940: Boise 26,130; Pocatello 18,133; Idaho Falls 15,024; Nampa 12,149;
Twin Falls 11,851; Lewiston 10,548; Coeur d'Alene 10,049
Capital: Boise. *State Superintendent of Public Instruction:* ALTON B. JONES
NEA State Director: W. W. CHRISTENSEN, superintendent of schools, Idaho Falls
State PTA President: MRS. J. C. JEPSON, 914 8th Ave., Lewiston

Idaho Education Association, 311 North Tenth St., Boise

Organized: December 1890, Boise

Annual Meeting, Representative Assembly: April 23-24, 1948; annual dues, ½ of 1%
(district, state and NEA)

District Organization: Seven districts

President: DON M. DAFOE, supt of schools, Rupert

Executive Secretary: JOHN M. BOOTH [since February 1, 1946]

Associate Secretary: JOHN I. HILLMAN

Official Organ: Idaho Education News

Status of Teachers, Principals, Supervisors: Number 1947-48: 4492. Estimated average salary 1947-48: \$2215. Minimum salary law enacted in 1947 of \$1200 with lowest certificate; with bachelor's degree, \$1600. Statewide joint-contributory teacher retirement law since 1946.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
IEA	3636	3922	4074	3999	3766	4178			
NEA	867	1260	1716	1680	1614	4228	4178	4178	4178

Victory Action Program: Adopted May 3, 1947. Unified dues in effect.

1948: *Affiliates* 13; *FTA Chapters* 3; *FTA Members* 103; *NEA Life Members* 31

100% *Honor Roll* 1948: *Counties* 6; *Cities* 66; *Schools* 147; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Boise: BESS BAYS 309 JOHN M. BOOTH 308

THE PUBLIC in the end will take teachers at their own valuation.

IDAHO

Achievements 1921-1948

Most of the educational measures enacted by the Idaho legislature during the past 27 years have had the fingerprints of the Idaho Education Association upon them. Major areas of legislative activity have been the protection of the endowment fund and public lands, the adoption of financial responsibility for public schools by the state, and the increase of requirements for certification of teachers. Until 1946 the greater part of this legislative work had been piecemeal. Only one or two matters were promoted in each session.

In 1945 the association, with other agencies of the state, secured an appropriation for a state school survey. While the survey was in progress, the association, the PTA's, and the Trustees' Association pressed thru a special session an adequate retirement law for teachers.

The 1947 session was a "school" session for the Idaho legislature. Here was an instance in which a survey report was not shelved. Of the 43 educational bills

prepared, 30 were passed and signed by the governor. Of the bills lost, three were duplicates and six pertained to various aspects of a single matter, the removal of the office of the state superintendent from politics.

Outstanding accomplishments included clarification of the administration and functions of the state-supported higher institutions and enactment of a school district reorganization law by which 1118 districts may be reduced to not more than 100 by July 1, 1949.

A minimum-salary law for public-school teachers was enacted and a minimum educational program was guaranteed. Revisions were made in the minimum-program law including a 164% increase in state aid, a 60% increase in county support, a 70% increase in minimum program, and an increase of transportation minimum program by at least 60%. An intermediate administrative unit was created by the establishment of county boards of education.

Future Program

One of the goals of the future program will be to seek the removal of the office of state superintendent from partisan elections and to make the chief school official appointive by the state board of education.

The association is working for the provision of permanently assured revenues for the public-school income fund

and for the increase in coverage of the retirement law so that school employees other than teachers may benefit. They realize the need to make vocational educational education more effective and are working to that end. It is hoped that a more adequate financing of the state department of education will also be achieved.

Affiliated State Associations

ILLINOIS

Area: 56,400 sq. mi. *Pop.* [1947]: 8,221,000. *Counties:* 102. *Towns 2500 or over:* 208
Largest cities 1940: Chicago 3,396,808; Peoria 105,087; Rockford 84,637; East St. Louis 75,609; Springfield 75,503; Oak Park 66,015; Evanston 65,389

Capital: Springfield. *State Superintendent of Public Instruction:* VERNON L. NICKELL
NEA State Director: JOHN LESTER BUFORD, Superintendent of Schools, Mt. Vernon;
HELEN K. RYAN, Coal City

State PTA President: MRS. RUSSELL H. OPLINGER, 152 Cobb Ave., Decatur

Illinois Education Association, 100 East Edwards St., Springfield

Organized: December 26, 1853, Bloomington

Annual Meeting of Representative Assembly: December, Springfield; annual dues, \$4-10

District Organization: 18 divisions most of which have delegate bodies and general annual meetings

President: PAUL A. GRIGSBY, supt Community Highschool, Granite City

First Vicepresident: E. E. KEENER, assistant supt of schools, Chicago

Second Vicepresident: THELMA ELSTON, teacher, Von Steuben School, Peoria

Third Vicepresident: ANNE MORRISON, teacher, Roosevelt Junior Highschool, Rockford

Chairman of Public Relations: J. A. MANN, supt of schools, Shelbyville

Chairman of Legislation: JAMES E. PEASE, supt of schools, LaGrange

Chairman of Finance: EDITH T. WENTWORTH, teacher, DeKalb Township Highschool, DeKalb

Executive Secretary: IRVING F. PEARSON [since July 1, 1938]

Research Director: LESTER R. GRIMM

Professional and Public Relations Director: CLAUDE E. VICK

Field Representative: MAURICE CREW, 315 S. Plymouth Court, Chicago

Asst. Director of Professional and Public Relations: WENDELL C. KENNEDY

Research Assistant: W. STEWART WILLIAMS

Treasurer: FRED C. NICHOLS, Springfield

Official Organ: Illinois Education. *Editor:* ELOISE P. BINGHAM. *Consulting Editor:*

IRVING F. PEARSON. *Contributing Editors:* LESTER R. GRIMM, CLAUDE E. VICK

Status of Teachers, Principals, Supervisors: Number 1947-48: 44,800. Estimated average salary 1947-48: \$2600. Minimum salary law since 1946, \$1200. Full teacher tenure for teachers in board of education districts, continuing contracts for teachers in board of director districts. Statewide joint-contributory teacher retirement law since 1939.

Affiliated State Associations

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
IEA	40115	39772	40000	39500	41500	40000			
NEA	13812	13542	17259	18478	22755	23879	29253	34627	40000

Victory Action Program: Adopted. State working toward unified dues.

1948: *Affiliates* 93; *FTA Chapters* 7; *FTA Members* 259; *NEA Life Members* 390
 100% *Honor Roll* 1948: *Counties* 10; *Cities* 118; *Schools* 667; *STC* 2

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Argo:</i> HAZEL PHILLIPS	349	<i>DeKalb:</i> KARL L. ADAMS	323
<i>Charleston:</i> R. G. BUZZARD	323	<i>Evanston:</i> ALBERT C. FRIES	357
<i>Chicago:</i> MILDRED L. BATCHELDER . .	311	LEON KRANZ	321
C. V. BUTTLEMAN	341	JAMES H. MC BURNERY	356
STEPHEN M. COREY	331	MRS. RUTH O. MC CARN	344
HERBERT C. HANSEN	334	SADIE M. RAFFERTY	341
CYRIL O. HOULE	319	<i>Jacksonville:</i> GRACE FITCH	298
CAROLYN S. HOWLETT	343	<i>La Grange:</i> MARION HOMER	346
HEROLD C. HUNT	325	<i>Normal:</i> LOUIS HOOVER	343
EDWARD E. KEENER	271	ROSE E. PARKER	339
MARTHA S. LUCK	346	<i>Oak Park:</i> EDNA ATKINSON	346
MARY E. MARK	337	DOROTHY EICH	339
DOROTHY MERIDETH	349	<i>Rockford:</i> RUTH ANN WHITE	332
LOUIS V. NEWKIRK	328	<i>Springfield:</i> RAY GRAHAM	338
DEAN F. SMILEY	312	<i>Urbana:</i> HAROLD CURTIS HAND	296
KATHRYN STEINMETZ	305		

THE WELFARE of our country demands that intelligence be exalted; that our schools be staffed by an adequate supply of competent, well-prepared, well-paid teachers. When a community fixes the salaries of its teachers, it fixes in large measure the intellectual and social outlook of its people.

—JOY ELMER MORGAN

ILLINOIS

Achievements 1921-1948

THE period 1921-48 witnessed tremendous progress, particularly in school finance and in pupil and teacher welfare. The common school fund increased 425%. In addition, millions of dollars in new appropriation have been provided for special education. For example, the biennial appropriations for atypical children is now \$7,584,555; for vocational education, \$2,147,354; for pupil transportation, \$4,100,000; and for excess costs of school luncheons \$2,694,000. The common school fund appropriation totals \$65,653,000, including a \$5,700,000 emergency appropriation.

Local tax levy limits have been increased greatly, and the qualifying rates for special state aid in equalization have been reduced to 37½¢ on the 100% assessed valuation for 12-grade districts and 25¢ each for separate elementary and highschool districts. The per pupil [ADA] guarantees in equalization have increased to \$90 per elementary and \$100 per highschool pupil. The enactment of a measure gearing county assessments to 100% of the sales value of property makes the application of state aid in equalization much more equitable.

Pupils have benefited by substantial legislation in the areas of minimum school term, sanitation, health education, and expanded curriculums. Free textbooks were introduced on a local option

basis and pupil transportation was authorized and aided.

Teacher welfare advanced not only thru better salaries but thru newly gained higher certification requirements, a minimum salary law, continuing contracts for rural teachers, and full tenure for others. Sick leave and "equal pay regardless of sex" laws have been enacted. A sound actuarial teacher retirement system replaced the inadequate, nonactuarial system, and this system has been greatly improved in its offerings. County superintendents requirements, assistance, and salaries were materially increased. Association welfare services in teacher placement, hospitalization, tenure support, and mutual insurance were inaugurated. Full executive powers have been given to the Chicago school superintendent.

The structure of the association has continually improved thru delegation at the state, divisional, and local levels. State headquarters expanded from a staff of two to one of 12 fulltime employees. Receipts and expenditures have increased sixfold. The work has been departmentalized into research, editorial, professional and public relations, and executive fields. NEA membership has passed the 23,500 mark in Illinois, and the state is therefore entitled to a second NEA director.

One of the most striking and significant developments in Illinois is that

Affiliated State Associations

of school district reorganization. The association labored for several years to gain public and legislative support for county school district surveys, assisted by a state advisory committee and specialists. The desired legislation was secured, and all except one county elected to make surveys. Laws providing for new community unit (12-grade) districts were enacted, and large administrative districts of this type are being formed all over the state. Survey committee recommendations would reduce the number of school districts in Illinois from 10,000 to less than 1000. It is possible that the people will finally elect to have less than 2000 districts.

School district reorganization in the state will bring full tenure protection, salary schedules, and better working conditions to thousands of Illinois teachers who heretofore have been denied these privileges, which have been largely inoperative in small districts. In due time modern centralized schools will be built in many centers within the new districts. In the meantime, present facilities will be used more efficiently and economically.

The IEA Mutual Insurance Company, a project of the Illinois Education Association which is now expanding its services into Iowa at the invitation and with the assistance of the Iowa State Education Association, has developed rapidly. Two hundred fifty-eight groups, covering 7500 teachers are protected by group insurance in health, accident, and hospitalization protection. In addition, 3000 have individual and family policies. One thousand schools have subscribed to pupil insurance against accidents, over 150,000 pupils are now protected. Several thousand teachers have their automobile insurance protection in this thriving mutual.

The Division of Teacher Placement has in its files the credentials and recommendations of 2500 members. Those placed thru the bureau have experienced a salary increase averaging 40% as compared with their previous salaries and have found their new positions to be far more satisfactory than the old. No charge is made for this new membership service except for a small service fee when a candidate is placed.

Future Program

The association will very likely attempt to secure legislation in the next session of the Illinois General Assembly to increase the per pupil state equalization levels to \$135. It will also seek refinements in the teacher-retirement system, greatly increased requirements in

the minimum salary law, an extension in the minimum school year, more stringent requirements pertaining to emergency certificates, state aid for junior colleges, constitutional amendments, and many other items pertaining to school, teacher, and pupil welfare.

Affiliated State Associations

INDIANA

Area: 36,291 sq. mi. *Pop.* [1947]: 3,858,000. *Counties:* 92. *Towns 2500 or over:* 98
Largest cities 1940: Indianapolis 386,972; Fort Wayne 118,410; Gary 111,719
Capital: Indianapolis. *State Superintendent of Public Instruction:* BEN H. WATT
NEA State Dir.: L. V. PHILLIPS, commissioner, Ind. HS Athletic Assn. Indianapolis
State PTA President: MRS. JOSEPH W. WALKER, 403 Maine St., Greenfield

Indiana State Teachers Association, 203 Hotel Lincoln, Indianapolis

Organized: December 25, 1854

Annual Meeting (not representative): October, Indianapolis; annual dues, \$7

District Organization: The state is divided into four districts

President: GERTRUDE E. MC COMB, 1927 S. 6th St., Terre Haute

Executive Secretary: ROBERT H. WYATT [since November 1, 1938]

Director of research: BURLEY V. BECHDOLT

Director of field service and placement: BORDEN R. PURCELL

Official Organ: The Indiana Teacher. *Managing Editor:* ROBERT H. WYATT

Status of Teachers, Principals, Supervisors: Number 1947-48: 23,500. Estimated average salary 1947-48, as reported by state association: \$3008. Minimum salary law since 1901; present minimum for nine-month term, \$1800 with lowest certificate; \$2400 with B.A. degree. Tenure law since 1927, except in township schools which are covered by continuing contract law since 1942. Statewide joint-contributory teacher retirement law since 1915.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
ISTA	23280	23023	23294	23652	24331	24856			
NEA	10359	12295	13402	12911	14457	17304	19822	22340	24856

Victory Action Program: Approved in principle by Executive Committee.

1948: *Affiliates* 76; *FTA Chapters* 7; *FTA Members* 419; *NEA Life Members* 240
 100% *Honor Roll* 1948: *Counties* 14; *Cities* 91; *Schools* 1005; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Bloomington:</i> H. B. ALLMAN	309	ROBERT H. WYATT	294
MARGARET I. RUFVOLD	311	<i>Lafayette:</i> RALPH W. LEFLER.	352
<i>Crawfordsville:</i> MARY BOWERS	346	<i>Terre Haute:</i> GERTRUDE E. MC COMB	
<i>Indianapolis:</i> L. V. PHILLIPS	272	. . . . .	271, 272, 315
THURMAN B. RICE	312	CLARENCE POUND	353
R. WORTH SHUMAKER	310	RALPH N. TIREY.	323

INDIANA

Achievements 1921-1948

THE Indiana State Teachers Association has played an important role in all forward-looking educational movements in the state since its inception. The present membership in the ISTA is over 24,300.

An important part of the association is the research service established in 1940. It has become a vital and important factor in interpreting research data and educational legislation. The research service also offers aid in consultation with individuals and groups.

The field service was established in 1944 to develop an extensive program of professional and public relations. A placement service was started in 1945.

The association, by resolution at its 1947 convention, created the framework and provided the funds for a comprehensive study of Indiana's schools. Approximately 250 laymen and educators are engaged in the tremendous task, outlined by the School Study Commission, which is aimed at a greatly improved educational program for the state.

The association voted to increase its dues in 1947 from \$3.50 to \$7.50 thus providing more money for expanded association services to members.

The 1947 session of the legislature enacted a program greater in extent and significance than any in the history of the state. A minimum-salary law of \$2400 to \$3600 for college graduates on a nine-month term was enacted with state support for this program approximating 85%. A new sick-leave law was passed providing for nine days each year accumulative to 45 days.

A new retirement law was passed providing for \$1200 at the end of 32 years of experience and additional sums for extended service beyond that point. A county-unit law was passed providing that counties may choose to consolidate townships into one county unit for administration and financing of schools. Other laws were passed strengthening the state finance system and providing for generous sinking fund provisions in local communities for building purposes.

Future Program

Of immediate concern to the association is the need to present to the most able of the young people the important duty of becoming teachers. A revitalized program of teacher recruitment is being planned.

The association hopes to conduct a continuing program of public interpreta-

tion of the schools and to carry to the public other problems of school administration than those of salary and finance.

The ISTA resolves to take a new and larger view of its work and to enter courageously upon whatever program is necessary to make the public school function successfully.

Affiliated State Associations

IOWA

Area: 56,280 sq. mi. *Pop.* [1947]: 2,606,000. *Counties:* 99. *Towns 2500 or over:* 89
Largest cities 1940: Des Moines 159,819; Sioux City 82,364; Davenport 66,039
Capital: Des Moines. *State Superintendent of Public Instruction:* JESSIE M. PARKER
NEA State Dir: DONALD R. LILLARD, supt of schools, Winterset
State PTA President: MRS. H. C. BRECKENRIDGE, 720 N. 13th, Fort Dodge

Iowa State Education Association, 415 Shops Building, Des Moines 9

Organized: May 10, 1854, Muscatine

Annual Meeting of Representative Assembly: Feb., Des Moines; annual dues \$4.50 for salaries up to \$1000; \$1.50 per \$1000 thereafter.

District Organization: State is divided into seven districts

President: E. L. RITTER, Iowa State Teachers College, Cedar Falls

Executive Secretary: CHARLES F. MARTIN [since July 1, 1946]

Director of Publications and Editor, MIDLAND SCHOOLS: W. H. GALBRETH

Director of Field Service: W. E. SEARS

Field Representative: ELLEN HARTNETT

Director of Research and Asst Secretary: J. LEONARD DAVIES [on leave of absence]

Business and Convention Manager: DON A. FOSTER

Director of Professional Relations: KENNETH I. JONSON

Manager, Iowa Pupils Reading Circle: JENE J. JACOBS

Director of Public Relations: B. S. MOYLE

Editorial Asst, Consultant for Audio-Visual Work and IPRC: RUTH H. WAGNER

Status of Teachers, Principals, Supervisors: Number 1947-48: 22,300. Estimated average salary 1947-48: \$2200. Minimum salary law since 1913; present minimum, \$630 with lowest certificate; \$810 with two years preparation. Statewide continuing contract law since 1941, public hearing clause added in 1945. Statewide joint-contributory public employees retirement system, including teachers, since 1946.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
ISTA	21535	20627	22135	20716	20419	21325			
NEA	4003	5110	7351	6404	6921	8291	12636	16981	21325

Victory Action Program: Iowa has adopted.

1948: *Affiliates* 32; *FTA Chapters* 8; *FTA Members* 198; *NEA Life Members* 103
100% *Honor Roll* 1948: *Counties* 3; *Cities* 34; *Schools* 194; *STC* 0

Affiliated State Associations

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Ames:</i> RALPH A. MOYER	298	ALICE V. MYERS.	319
MARTELLE CUSHMAN	353	PAUL B. NORRIS.	353
<i>Cedar Falls:</i> MALCOLM PRICE	323	<i>Iowa City:</i> ELIZABETH HALSEY.	321
EDITH WEST	349	HARRY A. GREENE	327
<i>Des Moines:</i> ARTHUR S. HILL	338	EARL J. MC GRATH.	336

IOWA

Achievements 1921-1948

TWENTY-SIX YEARS AGO the Iowa State Education Association began developing a program along the lines followed by the NEA. From an executive secretary and a state journal it has now enlarged to its present program [Blueprint Program 1943] which requires 11 fulltime staff members and includes activities in research, publicity, public relations, legal service, placement, book service, insurance, and organizational field work.

Effective lay support has been developed thru the Iowa Council for Better Education [1933] which consists of representatives of 27 state organizations in education. The Iowa Commission on

Teacher Education and Professional Standards [1946] has also developed public and professional recognition of educational problems.

In 1947 the legislative enactments increased by some 200% the state aid to schools, authorized higher maximum tax levies, provided improvements in the retirement system, exempted schools from sales taxes, improved the program of reorganization of school districts, and provided a new type of county board of education giving the county board the official right to levy taxes, hire superintendents, and otherwise develop an improved county rural-school program.

Future Program

Future activities of the association will follow the pattern of the original Blueprint Program with particular emphasis on increasing the professional services of the association and the development of greater professional and lay support for improving education in Iowa.

The association recognizes its responsibility for selling education to the lay

public. It recognizes also the need for improved quality of professional standards.

NEA membership has increased from 3654 in 1921 to 8291 in 1948.

The association desires to achieve the uniform membership goal of 90% in local, state, and national associations by July 1950.

Affiliated State Associations

KANSAS

Area: 82,276 sq. mi. *Pop.* [1947]: 1,914,000. *Counties:* 105. *Towns 2500 or over:* 64
Largest cities 1940: Kansas City 121,458; Wichita 114,966; Topeka 67,833; Hutchinson 30,013; Salina 21,073; Leavenworth 19,220; Pittsburg 17,571
Capital: Topeka. *State Superintendent of Public Instruction:* L. W. BROOKS
NEA State Dir.: F. L. SCHLAGLE, supt of schools, Kansas City 16
State PTA President: MRS. FRED C. BARBER, 427 W. 10th, Concordia

Kansas State Teachers Association, 315 W. 10th St., Topeka

Organized: September 29, 1863, Leavenworth
Annual Meeting: November 1948, annual dues, \$4-11
President: EDWARD NAANES, county superintendent, Kingman
Executive Secretary: C. O. WRIGHT [since Aug. 1, 1941]
Director of Professional Relations: MINTER E. BROWN, Topeka
Treasurer: H. W. SCOTT, research director, city schools, Newton
Official Organ: Kansas Teacher. *Editor:* C. O. WRIGHT. *Associate Editor:* MINTER E. BROWN
Status of Teachers, Principals, Supervisors: Number 1947-48: 16,450. Estimated average salary 1947-48: \$2238. Tenure law since 1937, not statewide. Statewide joint-contributory teacher retirement law since 1941.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
KSTA	15800	15857	16428	16634	16250	16237			
NEA	4552	5935	8832	9574	10342	11424	13029	14634	16237

Victory Action Program: Adopted.

1948: *Affiliates* 64; *FTA Chapters* 7; *FTA Members* 212; *NEA Life Members* 98
 100% *Honor Roll* 1948: *Counties* 21; *Cities* 169; *Schools* 860; *STC* 1

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Kansas City: MARY IRENE BROCK ... 357 *Pittsburg:* E. E. STONECIPHER..... 353
 F. L. SCHLAGLE..... 272 *Winfield:* EVAN E. EVANS..... 304

KANSAS

Achievements 1921-1948

THE GREATEST GROWTH in the Kansas State Teachers Association was made in the decade following the first World War when membership advanced beyond 90%. NEA membership has increased from 951 in 1921 to 11,424 in 1948. With the increase in professional unity there came marked improvement for the betterment of Kansas schools.

During the depression years the association struggled against retrenchment and was instrumental in defeating a serious tax limitation amendment to the state constitution.

The first state support for schools came in 1937 when an emergency fund was established. This was made permanent in 1939. A statewide teacher-retirement system was enacted in 1941 after 50 years of effort. In 1945 a sweeping rural-school reorganization law and county-unit support for highschools were enacted.

The 1947 legislature doubled retirement benefits for career teachers, enacted a county-support law for elementary schools, increased guarantees under the county highschool-support law, tripled

state support for the schools, expanded and recodified school transportation laws, centralized certification of teachers in the state department of education, raised the qualifications for the office of county superintendent in many counties, and increased appropriations for the state department of education.

Efforts of the Kansas State Teachers Association to enlist the active support of lay organizations and the public are beginning to reap benefits. Zone schools for local officers have revitalized local associations, which are carrying on professional programs for sound legislation and teacher welfare. KSTA action committees are working aggressively. The Educational Planning Commission has formulated standards for the Kansas school of tomorrow. A statewide recommended minimum-salary schedule has been developed by the KSTA.

A graduated membership fee ranging from \$4 to \$11 provides increased revenues to finance the expanded KSTA program for better schools and teacher welfare.

Future Program

The program for the next five years will center in two fields—teacher personnel problems and school finance. The first will include securing an adequate supply of properly trained teachers; improvements in teacher-welfare legislation including salary schedules and better pay;

tenure protection; and improvements in retirement rights.

The second field for action will include reforms in the financial structure of the schools and will involve more substantial state support, larger units of finance, and a broader tax base.

Affiliated State Associations

KENTUCKY

Area: 40,395 sq. mi. *Pop.* [1947]: 2,777,000. *Counties:* 120. *Towns 2500 or over:* 56
Largest cities 1940: Louisville 319,077; Covington 62,018; Lexington 49,304; Paducah 33,765; Newport 30,631; Owensboro 30,245; Ashland 29,537

Capital: Frankfort. *State Supt of Public Instr:* BOSWELL B. HODGKIN

NEA State Director: JAMES T. ALTON, prin., Vine Grove School, Vine Grove

State PTA President: MRS. JOHN E. KIRKSEY, Paducah

Kentucky Education Association, 1421 Heyburn Bldg., Louisville 2

Organized: November 12, 1851, Frankfort. *Further Organized:* 1852, Louisville
Annual Meeting of Delegate Assembly: during spring convention in April 1948; annual dues, \$2.50

District Organization: The state is divided into eleven districts

President: H. L. DONOVAN, pres., University of Kentucky, Lexington

Executive Secretary-Treasurer: JOHN W. BROOKER [since July 1, 1948]

Official Organ: Kentucky School Journal. *Editor:* JOHN W. BROOKER

Status of Teachers, Principals, Supervisors: Number 1947-48: 18,200. Estimated average salary 1947-48: \$1600. Minimum salary law since 1918; present minimum \$75 per month. Statewide tenure law since 1942 except in rural districts. Statewide joint-contributory teacher retirement law since 1940.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
KEA	16277	16202	16487	16917	17447	17603			
NEA	4955	5689	7195	9018	10970	10545	12898	15251	17603

Victory Action Program: Approved in principle.

1948: *Affiliates* 65; *FTA Chapters* 8; *FTA Members* 195; *NEA Life Members* 63
100% *Honor Roll* 1948: *Counties* 54; *Cities* 74; *Schools* 934; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Frankfort: R. B. ATWOOD 310 ANNA B. PECK 349
Lexington: MRS. JESSIE P. FUGETT . . 332 WILLIAM A. TAYLOR 307, 323
Shelbyville: MRS. WILLIE C. RAY . . . 316

KENTUCKY

Achievements 1921-1948

THE Kentucky Education Association cooperated with the state department of education and the general education board in making a survey of Kentucky schools about 1920. Out of that study grew significant changes in education in this state.

In 1928 the free-textbook law was passed providing free textbooks in the first eight grades. Thru association efforts the appropriation to buy the books was secured in 1934.

In 1933 the association supplied most of the funds necessary to finance the statewide survey and during the following year provided the entire financial support of the interpretation of the survey. The program resulted in a new school code for Kentucky.

In 1938-39 the association financed a survey of the resources of Kentucky to determine the ability of the state to fi-

nance a public system of education. In 1939-40 the association sponsored legislation directed at an amendment to the constitution to provide for a more equitable distribution of school funds.

In recent years the amount appropriated by the state for teachers salaries has been greatly increased. In 1933-34 state aid amounted to only \$4,080,000; for each year of the biennium, 1948-50, state appropriations for education will amount to \$21,500,000.

The *Kentucky School Journal*, the official organ of the association, will begin its twenty-fourth year of publication on September 1, 1948. In addition the *KEA News Flash* is published periodically.

Membership in the NEA has increased in Kentucky from 321 in 1921 to more than 10,000 in 1948. This membership achieves the 1947 Victory Action Program goal.

Future Program

The general goal for the years ahead is to procure more adequate support for the schools and a more equitable distribution of state funds for that purpose. This program of work will be supplemented by several specific objectives.

The association will seek the gradual improvement of teacher retirement as its operation reveals opportunities for favorable modifications. Other teacher-welfare projects include a plan for continuing service for teachers, the improvement of

the physical conditions under which teachers work, credit unions, the betterment of teacher incomes, and academic freedom. The improvement of instruction and the extension of free textbook service will be continued.

Efforts to secure federal aid for education will continue to receive great emphasis. The association will be unceasing in its program to improve schools and uphold the interests of children and teachers.

Affiliated State Associations

LOUISIANA

Area: 48,523 sq. mi. *Pop.* [1947]: 2,549,000. *Parishes:* 64. *Towns 2500 or over:* 54
Largest cities 1940: New Orleans 494,537; Shreveport 98,167; Baton Rouge 34,719
Capital: Baton Rouge. *State Superintendent of Public Education:* SHELBY M. JACKSON
NEA State Dir: CARROLL L. DUPONT, Houma Elementary School, Houma
State PTA President: MRS. W. S. VINCENT, 3800 Harrison St., Monroe

Louisiana Teachers Association, 418 Florida Street, Baton Rouge

Organized: December 23, 1892, Alexandria

Annual Meeting of Representative Assembly: November. Rotated among cities able to entertain convention; annual dues \$4

District Organization: State is divided into eight districts, each represented by a member on the executive council elected by LTA members in respective districts

President: MACK AVANTS, Baton Rouge

Vicepresidents: D. D. SHELBY, Greenwood; CLARA GRIGGS, Shreveport

Executive Secretary: H. W. WRIGHT [since August 17, 1939]

Treasurer: HAZEL L. UTER

Official Organ: Louisiana Schools. *Managing Editor:* H. W. WRIGHT

Status of Teachers, Principals, Supervisors: Number 1947-48: 15,200. Estimated average salary 1947-48: \$2600. Statewide tenure law since 1936. Statewide joint-contributory retirement law since 1936 outside of New Orleans where there is a separate system.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
LTA	11100	10292	10298	10400	10495	10900			
NEA	2274	2080	4138	3981	4998	5354	7203	9052	10900

Victory Action Program: No action taken.

1948: *Affiliates* 16; *FTA Chapters* 2; *FTA Members* 42; *NEA Life Members* 68

100% *Honor Roll* 1948: *Counties* 14; *Cities* 2; *Schools* 197; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Baton Rouge:</i> CLARK BARROW	353	<i>New Orleans:</i> AMY HINRICHS	313
SUE HEFLEY	311	JENNIE ROCH	302
N. S. ROBERTSON	319		

LOUISIANA

Achievements 1921-1948

PROGRESS has been the keynote of the 27 years in which the Louisiana Teachers Association has been in existence in its present form. A fulltime executive secretary is employed and the publication, *Louisiana Schools*, is the official organ. The LTA is housed in its own headquarters building. Membership is composed of 90% of the white teachers employed in elementary and secondary schools, publicly supported teacher-training colleges, school of education in the state university, and the state department of education. Solidarity in professional organization has demonstrated itself as a powerful influence for the advancement of education in Louisiana.

A five-fold increase in state school support including the establishment of an equalization fund is an outstanding

achievement of the association. The purpose of this financial program is to equalize educational opportunities in the economically poor areas of the state as compared to the areas of greater wealth.

Since 1940 the total of state revenues for elementary and secondary public schools has increased from \$16 per educable child to \$37.50 per educable child. There has been a corresponding increase in the equalization fund since one-fourth of all state public-school appropriations go thru the fund. It is estimated that 80% of all increased public-school funds has gone into teachers salaries during this period.

A nine-month school session for a large majority of the public schools was established. Standards for teacher certification have been advanced.

Future Program

Principal objectives as set out in the LTA constitution recognize the advancement of education, improvement of the public-school system, and the welfare of teachers as of fundamental significance. These factors are integral parts of all activities and future plans of the association.

The association's greatest need is an income from membership fees that would provide for an expanded and extended service to public education and to the membership. Beginning in September 1948, LTA dues will be raised from \$2

to \$4 to help meet the needs and satisfy requirements that an educational association should fulfil.

One of the most crucial aspects of education in Louisiana today is the need for qualified teachers, which is inseparably tied in with adequate financial support. Because of this critical situation, it is imperative that the Louisiana Teachers Association put forth its full effort during the coming years in a teacher-recruitment program and in realizing ample and permanent school revenues.

Affiliated State Associations

MAINE

Area: 33,215 sq. mi. *Pop.* [1947]: 911,000. *Counties:* 16. *Towns 2500 or over:* 26
Largest cities 1940: Portland 73,643; Lewiston 38,598; Bangor 29,822; Auburn 19,817; Biddeford 19,790; Augusta 19,360; Waterville 16,688

Capital: Augusta. *State Commissioner of Education:* HARLAND A. LADD

NEA State Director: LINWOOD J. KELLEY, prin., Lewiston Highschool, Lewiston

State PTA President: MRS. JOSEPH I. SMITH, 940 Washington St., Bath

Maine Teachers' Association, 146 State St., Augusta

Organized: 1859. Later Organized: 1867 as Maine Educational Association; 1880 as Maine Pedagogical Society; December 30, 1902, Waterville, as Maine Teachers' Association

Annual Meeting of Representative Assembly: Last Thurs. and Fri. of Oct., alternating in Portland, Bangor, and Lewiston. Annual dues, \$2-5

District Organization: 94 local organizations

President: HARRISON C. LYSETH, supt of schools, Portland

Executive Secretary-Treasurer: CLYDE RUSSELL [since July 1, 1945]

Official Organ: Maine Teacher's Digest. *Editor:* CLYDE RUSSELL

Status of Teachers, Principals, Supervisors: Number 1947-48: 5950. Estimated average salary 1947-48: \$2000. Minimum salary law since 1943; present minimum lowest certificate, \$1500; B. A. degree, \$1700. Statewide joint-contributory teacher retirement law since 1924.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
MTA	6100	6266	6162	6003	6097	6480			
NEA	1620	2042	2358	2077	2636	3085	4217	5349	6480

Victory Action Program: Approved in principle by Representative Assembly.

1948: *Affiliates* 30; *FTA Chapters* 4; *FTA Members* 184; *NEA Life Members* 57

100% *Honor Roll* 1948: *Counties* 7; *Cities* 10; *Schools* 163; *STC* 1

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Bangor: JOSEPH B. CHAPLIN 347 *Boothbay:* MRS. GRACE DODGE 294

Norway: WILLIAM S. BRAWN 357

MAINE

Achievements 1921-1948

IN 1920 the Maine Teachers Association was noted chiefly for its annual state convention, one of the largest in the East. This same year the association was affiliated with the NEA and four years later it paid the expenses of delegates to the national convention for the first time.

Close cooperation with the state department of education marked the work of the various legislative committees of the association. Publicity was given to the findings of a state survey of education carried on in 1935. The result of this effort was an appropriation in 1937 of \$200,000 which almost doubled the equalization fund of the state.

Dues were increased in 1940. A full-time executive secretary was employed and state headquarters were secured. An official magazine, *The Maine Teachers' Digest*, began publication and a new period of committee activity followed.

A tenure bill was defeated in 1941. Two years later a minimum salary bill

was enacted. In 1945 state support of education was increased by a fourth or about \$900,000.

In 1947 the minimum salary was increased to \$1500 for all certified teachers and to \$1700 for all teachers with a college degree. The amount of state support was increased by over 25%.

A system of retirement was established which will provide half pay for teachers with 35 years of service who retire at about 63 years of age.

The passage of a law which will permit towns to unite in building and maintaining a highschool is expected to improve greatly the quality of rural secondary education which has always been one of the weakest parts of Maine's educational system.

About three quarters of the public-school teachers now belong to local teachers associations, many of these organizations having been formed during the past four years.

Future Program

The Leaders Conference, to be held for the third time next August, seems likely to become of great importance in giving direction to the activities of the MTA.

The Parent-Teacher Association was of great assistance during the past legislative session and the MTA will continue its efforts to keep the schools close to the people.

One great need in Maine is federal and state aid to construct school buildings and also housing facilities for teachers.

The most disappointing feature of the last legislative session was the failure to effect a thoro-going reform in the state's system of taxation. Our schools will lag behind those of other states just as long as they are chiefly supported thru the outmoded property tax.

Affiliated State Associations

MARYLAND

Area: 10,577 sq. mi. *Pop.* [1947]: 2,215,000. *Counties:* 23. *Towns 2500 or over:* 24
Largest cities 1940: Baltimore 859,100; Cumberland 39,483; Hagerstown 32,491;
 Frederick 15,802; Salisbury 13,313; Annapolis 13,069; Cambridge 10,102
Capital: Annapolis. *State Superintendent of Schools:* T. G. PULLEN, JR., 1111 Lexington Building, Baltimore
NEA State Director: EUGENE W. PRUITT, county superintendent of schools, Frederick
State PTA President: MRS. ROBERT G. DOTY, Woodlawn-La Vale, Cumberland

Maryland State Teachers Association, 1101 N. Calvert St., Baltimore 2

Organized: 1866

Annual Meeting of Representative Assembly: Oct. 7-9, 1948; annual dues, \$5

President: LILLIAN G. MOORE, Bethesda-Chevy Chase Highschool, Bethesda

Executive Secretary: MILSON C. RAVEN [since December 1, 1944]

Secretary in charge of office: MRS. CLARA MCD. SIMERING

Official Organ: The Maryland Teacher. *Editor:* MILSON C. RAVEN. *Assistant Editor:*

MRS. LILLIAN J. MARTIN

Status of Teachers, Principals, Supervisors: Number 1947-48: 10,048. Estimated average salary 1947-48: \$3300. Minimum salary law since 1904; present minimum: without degree, \$2000; B. A. degree, \$2200. Statewide tenure law since 1916. Statewide joint-contributory teacher retirement law since 1927, outside of Baltimore where there is a separate system.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
MSTA	4200	5051	4500	5000	5545	6458			
NEA	1529	3148	3603	3624	4456	6221	6300	6379	6458

Victory Action Program: Adopted by the Representative Assembly.

1948: *Affiliates* 16; *FTA Chapters* 4; *FTA Members* 136; *NEA Life Members* 122
 100% *Honor Roll* 1948: *Counties* 13; *Cities* 0; *Schools* 345; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Baltimore:</i> THOMAS M. GREENE	357	ADELE STAMP	344
W. H. LEMMEL	307	<i>Rockville:</i> EDWIN W. BROOME	298
THOMAS A. VAN SANT	319	<i>Towson:</i> EARLE T. HAWKINS	271, 304
<i>College Park:</i> HAROLD BENJAMIN	296	WILLIAM H. HARTLEY	349
LOUIS R. BURNETT	312		

MARYLAND

Achievements 1921-1948

ALTHO the Maryland State Teachers Association has been in existence since 1866, no fulltime secretary or office staff had been maintained until December 1944. In spite of this handicap the association has played a prominent part in providing better schools and better working conditions for teachers.

The keynote of the contribution made to Maryland education has been one of cooperation with the state department of education and school administrators thruout the state.

In 1921 an equalization of educational opportunities in all parts of Maryland was secured thru financial aid to the areas of lesser wealth in proportion to their needs. In 1927 a statewide retirement plan of the joint contributory-reserve type for the protection of all teachers and school administrators was adopted. In 1945 legislation was passed providing for 12 years of school at pub-

lic expense and smaller classes in the elementary schools.

The Maryland State Teachers Association also played a prominent part in sponsoring a school-improvement program which was also unanimously adopted by the 1947 session of the legislature. It provided a new minimum-salary scale for all teachers, principals, supervisors, and superintendents. The range for degree-certified teachers is \$2200 to \$3800. The program also provided for a total increase in financial assistance from the state of more than 100%, raising the state's participation from 32% to approximately 50% of the total cost of the new school program.

A plan of unified local, state, and national dues has been approved with the recommendation to the local associations that they be \$10: \$2 for the local treasury, \$5 for the state, and \$3 for the national organization.

Future Program

The association is continuing its program of public relations to acquaint the people of Maryland with the progress and needs of today's schools. Its objective is to unite their efforts in the improvement of the educational program. It is currently engaged in working with other educational and civic groups to form the Maryland Council on Education.

MSTA is especially interested in the

recruitment of potential teacher material to replenish the diminishing ranks of qualified teachers.

Many members of the organization have already expressed a consciousness of the increased professional responsibility which the new program implies and are determined that one of their goals shall be to see to it that Maryland children get full value received for every dollar spent for the school program.

Affiliated State Associations

MASSACHUSETTS

Area: 8257 sq. mi. *Pop.* [1947]: 4,725,000. *Counties:* 14. *Towns 2500 or over:* 187

Largest cities 1940: Boston 770,816; Worcester 193,694; Springfield 149,554; Fall River 115,428; Cambridge 110,879; New Bedford 110,341; Somerville 102,177

Capital: Boston. *State Commissioner of Education:* JOHN J. DESMOND

NEA State Dir: EVERETT J. MCINTOSH, ind. arts instr., 62 Front Street, Weymouth

State PTA President: MRS. WILLIAM R. BLAIR, Great Barrington

Massachusetts Teachers Federation, 14 Beacon Street, Boston 8

Organized: February 18, 1911

Annual Meeting of House of Delegates: Third Saturday in April, Boston; annual dues, \$3

President: DONALD DIKE, 77 Highland St., Athol

Secretary: HUGH NIXON [since September 1, 1930]

Director of Research: FRED E. PITKIN

Executive Assistant (in charge of public relations): DORIS E. ALMY

Treasurer: JOHN T. HIGGINS, Highschool, Hingham

Official Organ: The Massachusetts Teacher. *Editor:* HUGH NIXON

Status of Teachers, Principals, Supervisors: Number 1947-48: 23,980. Estimated average salary 1947-48, as reported by state association: \$2800. Minimum salary law since 1918; present minimum \$1200. Statewide tenure law since 1914. Statewide joint-contributory teacher retirement law since 1914, outside Boston where there is a separate system.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
MTF	20500	20000	21000	20000	20000	20000			
NEA	4523	4391	5001	4497	5428	6454	10970	15486	20000

Victory Action Program: Endorsed by Board of Directors.

1948: *Affiliates* 107; *FTA Chapters* 2; *FTA Members* 80; *NEA Life Members* 133

100% *Honor Roll* 1948: *Counties* 1; *Cities* 9; *Schools* 200; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Andover:</i> ALBERT C. WEAVER	352	<i>MRS. CAROLINE R. SIEBENS</i>	311
<i>Boston:</i> W. LINWOOD CHASE	349	<i>Cambridge:</i> JAMES B. CONANT	292
MARY GUYTON	351	ALFRED D. SIMPSON	325
HENRY HALVORSON	341	<i>Springfield:</i> ELEANOR DEARDEN	346
GORDON L. REYNOLDS	343	RUTH EVANS	312, 321
<i>Brighton:</i> JULIA E. SULLIVAN	314	<i>Weymouth:</i> JOANNA Z. CONNELL	271, 304
<i>Brookline:</i> RAYMON W. ELDRIDGE	294, 334	EVERETT J. MCINTOSH	315

MASSACHUSETTS

Achievements 1921-1948

THE MASSACHUSETTS TEACHERS FEDERATION, which embraces in its membership approximately 20,000 public-school people of the state, made a great deal of progress between the years 1921 and 1948. NEA membership increased in Massachusetts from 1569 in 1921 to 6454 in 1948. The tenure law was favorably amended several times and the same is true of minimum-salary legislation. The retirement law was amended in 1945 in a most desirable way after several previous improving amendments. Therefore the period has been marked by distinct advances in respect to these three fundamental teacher-welfare laws.

The association has grown rapidly during the period and now takes in 262 affiliated groups as compared with less than half that number in 1921.

In 1930 the organization first appointed a fulltime executive secretary who has

served continuously since then. The official magazine has been enlarged and improved. An attractive headquarters has been established and dues have been increased several times in the period. A fulltime director of research has been employed whose particular specialty is helping teachers with their salary problems including assistance in preparing their salary petitions for school committees. Arrangements have been made for an attorney to give free legal advice and information to the members on any problems involving legal aspects of their work. This service has been much appreciated. Salaries in Massachusetts have steadily increased.

A speakers bureau has been established. It is made up of speakers from various parts of the state. A staff member has been appointed for public relations work.

Future Program

The program immediately before the association is in several directions. More state money for the support of public schools is being sought. At present 90% of the total cost comes from local taxes. It is hoped that a much higher minimum salary for teachers established in state law can be obtained. A \$2400 minimum wage will be sought.

The association is urging passage of a bill establishing minimum stand-

ards which must be observed by school committees when appointing teachers.

Recent action of the association's House of Delegates in increasing dues from \$2 to \$3 will make it possible to extend more service in the field of public relations. The research department will be very busy in the year ahead in helping local groups of teachers to develop better salary schedules.

Affiliated State Associations

MICHIGAN

Area: 58,216 sq. mi. *Pop.* [1947]: 6,249,000. *Counties:* 83. *Towns 2500 or over:* 125
Largest cities 1940: Detroit 1,623,452; Grand Rapids 164,292; Flint 151,543
Capital: Lansing. *State Supt. of Public Inst.:* LEE M. THURSTON [acting]
NEA State Director: MARGARET STEVENSON, 912 Tenth Avenue, Port Huron
State PTA President: MRS. E. L. CHURCH, 1004 Homecrest, Kalamazoo

Michigan Education Association, 935 N. Washington Ave., Lansing 2

Organized: Oct. 12, 1852, Ypsilanti; *Annual Meeting:* Spring; annual dues \$3.50-5.25
District Organization: The state is divided into 8 regions and 106 MEA districts
President: CHARLES E. BRAKE, supt, Wayne County Schools, Detroit
Executive Secretary: A. J. PHILLIPS [since January 1936]
Dir. field service: WESLEY E. THOMAS; *Asst dir. public relations:* MAURICE G. CARMANY
Official Organ: Michigan Education Journal. *Managing Editor:* EDWIN WINTERMUTE
Status of Teachers, Principals, Supervisors: Number 1947-48: 34,500. Estimated average salary 1947-48: \$3050. Optional tenure law since 1937. Optional continuing contract law since 1943. Statewide joint-contributory public-school employee retirement fund since 1945.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
MEA	30749	30407	30750	30700	29599	30478			
NEA	6944	6595	8092	7230	7726	10599	17226	23853	30478

Victory Action Program: Adopted by Representative Assembly.

1948: *Affiliates* 89; *FTA Chapters* 1; *FTA Members* 41; *NEA Life Members* 190
 100% *Honor Roll 1948:* *Counties* 0; *Cities* 25; *Schools* 131; *STC* 0

NEA and Department Officers and Committee Members

<i>Ann Arbor:</i> JAMES B. EDMONSON	323	GORDON C. GRAHAM	298
MARGUERITE V. HOOD	341	WALDO E. LESSENGER	313
WILLARD C. OLSON	327	EMIL L. MASSEY	352
MABEL E. RUGEN	312	<i>Kalamazoo:</i> PAUL V. SANGREN	300
<i>Battle Creek:</i> VIRGIL ROGERS	296	<i>Lansing:</i> J. M. CLIFFORD	302
<i>Detroit:</i> VAUGHN S. BLANCHARD	321	HENRY J. PONITZ	319
LAURENTINE B. COLLINS	304	<i>Mt. Clemens:</i> THOMAS A. BABCOCK	271
RUPERT L. CORTRIGHT	356	<i>Mt. Pleasant:</i> CHARLES L. ANSPACH	323
CATHERINE DALY	346	<i>Saranac:</i> MRS. BEULAH S. ADGATE	338
S. E. DIMOND	349	<i>Ypsilanti:</i> THELMA MC ANDLESS	344

MICHIGAN

Achievements 1921-1948

TWENTY-SEVEN YEARS ago the Michigan Education Association hired its first full-time executive secretary and had a small office with four employees in one of the downtown office buildings in Lansing. Now the MEA has a well-equipped building owned by the membership and a staff of 18 members. The 1948 MEA membership is 30,478.

Some of the services of the MEA are the *Michigan Education Journal*, regional conferences, legislation, placement bureau, reading circle, public-relations films, radio programs, professional and legal counseling, and field service.

Increased state support for schools has been one of the major achievements of the association. From a Primary School Interest Fund of about \$9,000,000 in 1921, state support has grown to an equalized state aid distribution of more than \$126,000,000.

Retirement benefits for teachers evolved from a teacher supported fund in 1917 providing meager pensions to a new law in which teachers' contributions are matched by the state. Annuity payments now range from a minimum of \$750 to a maximum of \$1800. State aid for retirement will reach \$9,000,000 in 1948-49.

Michigan now has permissive tenure,

with 15 school districts having voted to come under the provisions of the state tenure law as of April 1948.

Larger units of administration have been encouraged with consolidation of school districts, increased state aid for transportation, and improvement of laws affecting reorganization.

In 1947-48 54 counties having a population of 15,000 or more came under a new county unit plan of school organization. Minimum salaries for these county school superintendents range from \$4000 to \$7000 per year depending on the population.

Improvement of the basic services of the MEA has paralleled its growth in numerical and financial strength. The association was divided into six districts in 1922 and reorganized in 1935 on the dual plan with teacher conventions conducted in eight regions and all other activities carried on thru 108 district units. The new constitution also established six state commissions as research and study groups. The MEA also has four state committees: tenure, teacher education and professional standards, MEA services, and NEA relations.

The MEA has 14 affiliated statewide organizations, the largest of which is the Department of Classroom Teachers.

Future Program

During the coming year the MEA has a program of action in the three areas of

legislation, professional standards, and public relations.

Affiliated State Associations

MINNESOTA

Area: 84,068 sq. mi. *Pop.* [1947]: 2,897,000. *Counties:* 87. *Towns 2500 or over:* 78
Largest cities 1940: Minneapolis 492,370; St. Paul 287,736; Duluth 101,065; Rochester 26,312; St. Cloud 24,173; Winona 22,490; Austin 18,307

Capital: St. Paul. *State Commissioner of Education:* DEAN M. SCHWEICKHARD

NEA State Dir: A. B. MORRIS, State Teachers College, Mankato

State PTA President: HARRY M. REYNOLDS, 764 W. Broadway, Winona

Minnesota Education Association, 2429 University Avenue, St. Paul 4

Organized: August 27, 1861, Rochester

Annual Meeting of Representative Assembly: Set by executive board; Annual dues, \$5

District Organization: The state is divided into eight divisions.

President: A. L. ALMEN, supt of schools, Balaton

Executive Secretary-Treasurer: WALTER E. ENGLUND [since March 20, 1937]

Office manager: CORA R. BERKNESS

Official Organ: Minnesota Journal of Education. *Editor:* WALTER E. ENGLUND; *Managing editor:* BERNICE D. GESTIE

Status of Teachers, Principals, Supervisors: Number 1947-48: 20,000. Estimated average salary 1947-48: \$2200. Continuing contract since 1937; full tenure in first-class cities. Statewide joint-contributory teacher retirement law since 1931.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
MEA	14601	14470	14630	14973	13527	15341			
NEA	2806	3485	4893	5005	4856	5501	8781	12061	15341

Victory Action Program: Adopted by Delegate Assembly.

1948: *Affiliates* 50; *FTA Chapters* 2; *FTA Members* 112; *NEA Life Members* 85
 100% *Honor Roll* 1948: *Counties* 0; *Cities* 24; *Schools* 74; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Minneapolis:</i> CLARENCE E. BLUME	347	MRS. LOTTIE K. WARMBOLD	302
T. R. MC CONNELL	292	EDGAR B. WESLEY	349
ROSE MUCKLEY	296	<i>Moorhead:</i> OTTO WELTON SNARR	323
CARL L. NORDLY	321	<i>St. Paul:</i> T. C. ENGUM	353
W. E. PEIK	300, 323	THOMAS D. HOUCHIN	340

MINNESOTA

Achievements 1921-1948

THE Minnesota Education Association functions as a modern association with permanent headquarters and an employed staff. Since 1924 the legislative functions have been carried on thru a delegate assembly. Annual conventions alternating on a state and division area basis, with an enlarged journal disseminating information to the membership, retain in part the traditional association concepts. Association services include field work, legislation, legal counsel and protection thru the Teacher Welfare Fund, public relations, credit unions, group health, and accident insurance. Tenure exists in cities of the first class and a continuing contract for outstate schools was enacted in 1937. A state Teachers Retirement Fund was modernized in 1931 and amended in 1947. Local and county education association extend activities to the individual teacher.

The State Educational Policies Commission has set up a charter of policies for public education which serve as points of reference in the planning and organizing of the school program thruout the state.

The MEA Commission on Teacher Training and Professional Standards is

cooperating with the national commission in placing emphasis on the improvement of instruction with selective recruitment as an immediate objective. This recruitment will tend to place education in direct competition with medicine, engineering, and law for outstanding highschool graduates. The radio committee is implementing the work of the commission thru a series of broadcasts placing before the radio audience the program of the association in its relationship to the education of the children of the state.

The local associations committee has organized the summer workshop for division and local association officers to clarify the duties and functions of their respective offices and to present the program of activities on the national, state, divisional, and local levels.

The Minnesota Education Association went into the 1947 legislature to secure the enactment of a revised system of state aids, the reopening of the Teacher Retirement Fund Law, and a minimum-salary schedule. The revised program of state aids was approved with an appropriation of \$67,000,000 for the biennium as against an estimated requirement of \$29,000,000 per year.

Future Program

Annual workshop and school of instruction for new officers of divisions and local associations are to be held each August. The association will continue to

work for \$2400 minimum salary for competent teachers with four years training beyond highschool and to support program of school district reorganization.

Affiliated State Associations

MISSISSIPPI

Area: 47,716 sq. mi. *Pop.* [1947]: 2,092,000. *Counties:* 82. *Towns 2500 and over:* 48
Largest cities 1940: Jackson 62,107; Meridian 35,481; Vicksburg 24,460; Hattiesburg
21,026; Greenville 20,892; Laurel 20,598; Biloxi 17,475

Capital: Jackson. *State Superintendent of Education:* J. M. TUBB

NEA State Director: H. V. COOPER, supt of schools, Vicksburg

State PTA President: MRS. L. W. ALSTON, 1497 W. Pine St., Hattiesburg

Mississippi Education Association, Box 826, Jackson 106

Organized: December 1884

Annual Meeting of House of Delegates: Middle week end in March, Jackson; annual dues, \$5

President: MRS. LAURA MAE CARTER, elementary-school principal, Meridian

Executive Secretary-Treasurer: FLOYD C. BARNES [since July 1, 1944]

Field worker: J. A. TRAVIS

Official Organ: Mississippi Educational Advance. *Managing Editor:* FLOYD C. BARNES

Status of Teachers, Principals, Supervisors: Number 1947-48: 15,200. Estimated average salary 1947-48: \$1350. Statewide joint-contributory teacher retirement law since 1944.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
MEA	8126	8732	8586	9102	9102	9000			
NEA	1469	1871	3124	3938	3916	3978	5652	7326	9000

Victory Action Program: Approved in principle.

1948: *Affiliates* 7; *FTA Chapters* 8; *FTA Members* 304; *NEA Life Members* 31

100% *Honor Roll* 1948: *Counties* 4; *Cities* 59; *Schools* 231; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Meridian: H. M. IVY 272 *University:* J. D. WILLIAMS 336

*"The first step toward a greater teaching profession is to make
up our minds to do the things necessary to build that profession."*

MISSISSIPPI

Achievements 1921-1948

THE MISSISSIPPI EDUCATION ASSOCIATION established in 1921 its headquarters with a fulltime secretary and the purchase of its educational journal, *Mississippi Education Advance*. This made the organization a fulltime going concern operating on a sound financial basis the year around. The association erected its own headquarters in 1921 and this property was debt free in 1942. The approximate value of the building, grounds, and equipment is \$65,000.

The present membership of the association is 9000. The delegate assembly voted to raise the annual dues from \$3 to \$5 looking toward increasing the headquarters staff and greatly expanding the services of the association.

In 1929 the House of Delegates of the MEA was founded as the policy-making body of the organization. This provided representation for all areas of the state proportional to MEA membership.

The MEA has been professionally active in matters pertaining to consolidation, transportation, teacher training and

certification, and curriculum development.

In line of service to its members the MEA answers requests for professional materials, serves the various educational groups that meet in the headquarters, and helps in connection with state conferences and conventions.

The extraordinary session of the state legislation which met in March 1947 made an emergency appropriation of \$5,000,000 for public schools, \$175,000 for junior colleges, and a special appropriation to be used by the deaf and blind schools of the state.

The 1948 legislature appropriated \$35,000,000 for the support and maintenance of the common schools. This amount provides an annual increase of \$1,000,000. Other 1948 legislative accomplishments include: passage of the certification proposal *in toto*; extension of the teacher-retirement system to administrative officers of senior and junior colleges; and approval of regional education institutions.

Future Program

The association is planning increased field services including direct and indirect work thru cooperation with local units in the preparation and adaptation of program materials. It plans further development of professional and public understanding and goodwill thru facts and contacts designed to place and keep

its educational program in the proper professional light.

The ever-increasing demands upon the headquarters office often make it desirable and many times imperative to secure expert counsel with reference to legal matters. To meet this need consultant services are being planned.

Affiliated State Associations

MISSOURI

Area: 69,674 sq. mi. *Pop.* [1947]: 3,854,000. *Counties:* 115. *Towns 2500 or over:* 87
Largest cities 1940: St. Louis 816,048; Kansas City 399,178; St. Joseph 75,711
Capital: Jefferson City [pop. 24,268] *Commissioner of Education:* HUBERT WHEELER
NEA State Dir.: LOUISE PHILLIPS, 153 Selma St., Webster Groves
State PTA President: MRS. OTTO EISENSTEIN, Warrenton

Missouri State Teachers Association, Teachers Building, Columbia

Organized: May 22, 1856, St. Louis

Annual Meeting of Assembly of Delegates: November 3-5, 1948, Kansas City; 1949, St. Louis. Assembly meets on first day of annual convention; annual dues, \$2

District Organization: 10 districts and 200 community associations

President: IRVIN F. COYLE, state dir. of cert. and teacher edu., Jefferson City

Executive Secretary: EVERETT KEITH [since July 1, 1941]

Director of field service: GORDON R. RENFROW

Director of research: MARVIN SHAMBERGER

Official Organ: School and Community. *Editor:* INKS FRANKLIN

Status of Teachers, Principals, Supervisors: Number 1947-48: 23,400. Estimated average salary 1947-48, as reported by state association: \$2026. Statewide continuing contract law since 1943; tenure in some districts. Statewide joint-contributory teacher retirement law since 1946.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
MSTA	23130	22784	22860	22730	23070	23769			
NEA	5855	6405	7070	6787	8190	10851	15157	19463	23769

Victory Action Program: Adopted by MST A

1948: *Affiliates* 41; *FTA Chapters* 11; *FTA Members* 422; *NEA Life Members* 122

100% *Honor Roll* 1948: *Counties* 5; *Cities* 56; *Schools* 406; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Clayton:</i> MAMIE REED	334	<i>Kansas City:</i> THELMA REED	298
<i>Columbia:</i> W. FRANCIS ENGLISH	349	GRACE RIGGS	271
LOREN D. REID	356	<i>St. Louis:</i> MARIE A. ERNST	307, 332
<i>Hannibal:</i> GEORGIA DAVIS	346	NORMAN R. D. JONES	352
<i>Joplin:</i> T. FRANK COULTER	341	<i>Warrensburg:</i> GEORGE W. DIEMER	323

MISSOURI

Achievements 1921-1948

Continuous development during the past 27 years has characterized the Missouri State Teachers Association. The association's constitution provides for an assembly of delegates, district and community associations, and a monthly magazine, *School and Community*.

The activities of the association on behalf of increased state aid for schools led to the appointment of a state survey commission in 1929. As a result the General Assembly enacted the 1931 school law revolutionizing state support and guaranteeing a minimum of educational opportunity thruout the state. The last 20 years has witnessed a \$27 million growth in state aid.

The MSTA secured the enactment of teacher retirement laws in 1943 and 1945. It was instrumental in the writing and adoption of the 1945 Missouri Constitution removing tax limitations and providing for an appointive State Board of

Education. It sponsored the laws increasing qualifications, salaries, and expense allowances of county superintendents; placing teachers' employment on a continuing basis; and liberalizing local taxing powers. The association has popularized sick leave benefits for teachers.

In 1948 the association secured for the first time an appropriation for education in excess of one-third of the general revenue.

Other recent activities of the association include the ownership of 2080-acre Bunker Hill Ranch Resort in the scenic Ozarks; extensive studies of the factors involved in the building of the teaching profession and of association magazine reader preferences; the initiation of travel service for teachers; the production of a 16mm sound color film relating to the functions of education in a democracy; and increased emphasis on research and public relations with fulltime directors.

Future Program

The MSTA has 12 committees actively working on professional problems including the definition of a foundation program of education for the state; the advisability of a constitutional amendment to guarantee adequate financing of education on the state level; and the im-

provement of teacher retirement benefits.

The activities of other committees are directed toward increasing state support for education, teacher recruitment, improvement of teacher certification, and the adoption of plans for sabbatical leave for teachers.

Affiliated State Associations

MONTANA

Area: 147,138 sq. mi. *Pop.* [1947]: 494,000. *Counties:* 56. *Towns 2500 or over:* 23
Largest cities 1940: Butte 37,081; Great Falls 29,928; Billings, 23,261; Missoula
18,449; Helena 15,056; Anaconda 11,004; Bozeman 8665; Kalispell 8245; Miles
City 7313

Capital: Helena. *State Supt of Public Instruction:* ELIZABETH IRELAND

NEA State Director: M. P. MOE, exec. secy, Montana Education Association, Helena

State PTA President: MRS. DALLAS J. REED, 311 First National Bank Bldg, Missoula

Montana Education Association, 403-5 Power Block, Helena

Organized: August 1, 1882, Helena

Annual Meeting, Delegate Assembly: Nov. or Dec., 1948, Helena; unified dues, ½%
of salary

District Organization: State is divided into five districts and 122 locals

President: R. L. IRLE, supt of schools, Glasgow

Vicepresident: D. D. COOPER, supt of schools, Townsend

Executive Secretary: M. P. MOE [since August 1, 1933]

Director of Research and Public Relations: C. R. ANDERSON

Assistant to Secretary: EVELYN M. TILLER

Office Assistant: BLANCHE A. ANDERSON

Official Organ: Montana Education. *Managing Editor:* A. R. OJA

Status of Teachers, Principals, Supervisors: Number 1947-48: 4600. Estimated average
salary 1947-48, as reported by state association: \$2637. Statewide continuing con-
tract law since 1913. Statewide joint-contributory teacher retirement law since
1937.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
MEA	3268	3655	3655	3311	3525	3875			
NEA	630	882	1136	3190	3287	3630	3712	3794	3875

Victory Action Program: Adopted. Unified dues in effect beginning 1946-47

1948: *Affiliates* 18; *FTA Chapters* 2; *FTA Members* 48; *NEA Life Members* 51

100% *Honor Roll* 1948: *Counties* 2; *Cities* 118; *Schools* 188; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Helena: MARTIN P. MOE.....272, 273

GEORGE A. SELKE.. 292

MONTANA

Achievements 1921-1948

THE Montana Education Association home office was created in 1924 with a fulltime secretary. *The Montana Education Journal*, official organ of the association, was established that same year. Recently a research and public-relations director was also added to the headquarters staff.

Legislative achievements during the past 27 years include the following:

[1] passage of a bill in 1925 to set up a state equalization fund; [2] enactment in 1929-31 of a highschool code placing financing and attendance of highschool pupils on a countywide basis, which also released about \$1,000,000 annually for elementary schools from the state and county fund which had formerly gone to highschools; [3] reenactment of the Highschool Improvement District Law to include all schools and make a base for the reorganization of all school districts into about 200, making this new unit a base for voting additional bonds for highschool buildings up to 3% of the assessed value; [4] enactment in 1935 of a state public-school general fund for state support and equalization which has

increased state support by over \$2,500,000 annually; also aided in passage of a bill restoring \$4,500,000 lost to the permanent school fund.

The campaign for raising salaries and building professional standards has resulted in raising requirements by one year of training. Salaries for 1947-48 were increased on an average of about 38% or \$725 minimum.

All-inclusive membership was adopted with dues of one-half of 1% of the annual salary including the NEA dues. The 1948 membership goal of the Victory Action Program has been exceeded by 8%. Membership in both NEA and MEA increased 10% over last year.

A "grass roots" citizens committee on education has been formed. It was first formed locally. Then came a county committee formed by local representatives, and a state committee of one representative from each county. Subcommittees study various problems and formulate programs for their solution.

Several hundred local, county, and state meetings have already resulted.

Future Program

The MEA plans to continue the campaign to establish adequate salaries; recruit outstanding highschool seniors for teacher training; improve teacher-training, teacher-retirement laws, and tenure thru legislation and public relations.

Expansion of the public-relations and publicity program is planned in order to reach more lay people thru the press, radio, bulletins, direct contacts with individual key people, organizations, and public gatherings.

Affiliated State Associations

NEBRASKA

Area: 77,237 sq. mi. *Pop.* [1947]: 1,301,000. *Counties:* 93. *Towns 2500 or over:* 36
Largest cities 1940: Omaha 223,844; Lincoln 81,984; Grand Island 19,130; Hastings 15,145; North Platte 12,429; Scottsbluff 12,057; Fremont 11,862

Capital: Lincoln. *State Superintendent of Public Instruction:* WAYNE O. REED

NEA State Director: DAVID SELL, asst supt of schools in charge of business affairs,
3645 D St., Lincoln 2

State PTA President: MRS. R. N. GOULD, 5717 Rees Ave., Omaha

Nebraska State Education Association, 605 S. 14th St., Lincoln

Organized: October 16, 1867, Brownville

Annual Meeting of Delegate Assembly: In Lincoln during December each year;
annual dues, \$3-10

District Organization: The state is divided into six districts for the purpose of conducting conventions and electing state executive committeemen. Delegates are elected from local associations.

President: EDNA M. SPELTS, classroom teacher, Scotts Bluff

Executive Secretary: ARCHER L. BURNHAM [since August 1938]

Field Service: NEAL S. GOMON

Official Organ: Nebraska Education Journal. *Editor:* ARCHER L. BURNHAM.

Status of Teachers, Principals, Supervisors: Number 1947-48: 12,500. Estimated average salary 1947-48: \$1800. Statewide continuing contract law since 1937. Statewide joint-contributory teacher retirement law since 1945.

Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950
NSEA	10946	11427	11497	11490	11497	11916	1951	
NEA	1727	2573	2808	3471	3726	3863	6548	9233
							11916	

Victory Action Program: Approved in principle.

1948: *Affiliates* 31; *FTA Chapters* 2; *FTA Members* 38; *NEA Life Members* 98

100% *Honor Roll* 1948: *Counties* 0; *Cities* 31; *Schools* 139; *STC* 2

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Lincoln:</i> F. B. DECKER	353	<i>Omaha:</i> JOSEPHINE FRISBIE	271
DAVID SELL	274		

NEBRASKA

Achievements 1921-1948

AMONG the significant achievements in the education of Nebraska youth during recent years are seven specific laws protecting the permanent school fund and a law passed by the 1947 legislature providing for the increase in income from school lands.

The 1947 legislature provided for temporary solution to the financial support of schools by removing all restrictions from the local property tax levy for school revenues [for the biennium only].

Other 1947 legislation lowers qualifications of county superintendents in counties with population from 2000 to 6500 from four years of college training to five semesters of training.

A law permitting school districts to purchase and own their own school busses was also passed by the legislature.

Association workshops on public and professional relations have continued in the University of Nebraska and the state-supported teachers colleges.

A field worker, jointly sponsored by the NEA and NSEA, is continuing the experimental program adopted a year ago.

The Nebraska State Education Association maintains its own headquarters and employs a fulltime executive secretary. The organization is striving to achieve the goals of the Victory Action Program.

Future Program

The state association adopted an amendment to its constitution providing that hereafter all representatives to the Delegate Assembly shall be chosen by chartered local education associations. One association may be chartered in each county and one in each independent school district. Each chartered local association may send a delegate for each 100 members or major fraction thereof.

The future legislative program includes [1] financial state support of local schools; [2] a redistricting program with local control; [3] improvement of the standards for certifying elementary teachers; [4] a professional salary for county superintendents and adequate supervisory

and clerical help; [5] increasing retirement allowances.

The program for teacher welfare includes extension of the continuing contract for all teachers. It now applies only to Lincoln and Omaha. The program also includes increase of minimum salaries for the state at large consistent with training, experience, position, and cost of living.

Of immediate concern is the development of an interest in legislation for permanent improvement in the structure and support of education. The plan involves a citizens' lay committee to work with the state association and all other interested groups and individuals.

Affiliated State Associations

NEVADA

Area: 110,540 sq. mi. *Pop.* [1947]: 140,000. *Counties:* 17. *Towns 2500 or over:* 5
Largest cities 1940: Reno 21,317; Las Vegas 8422; Sparks 5318; Ely 4140; Elko 4094
Capital: Carson City (Pop. 2478). *State Supt of Public Instruction:* MILDRED BRAY
NEA State Director: R. GUILD GRAY, prin., Reno Senior Highschool, Reno
State PTA President: MRS. GERALD WYNESS, 525 Avenue G, Boulder City

Nevada State Educational Association, 131 W. 2nd St., Reno

Organized: 1888; annual dues, \$1

President: ALBERT SEELIGER, supt, Fallon Grade Schools, Fallon

Executive Secretary: EMILE GEZELIN, Reno [since June 1, 1948]

Official Organ: NSEA News Letter

Status of Teachers, Principals, Supervisors: Number 1947-48: 1060. Estimated average salary 1947-48: \$3100. Minimum salary law enacted 1947. Present minimum, \$2400. Statewide continuing contract law since 1929. Statewide joint-contributory teacher retirement law since 1937.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
NSEA	750	731	720	646	788	1046			
NEA	746	759	725	658	758	1029	1035	1041	1046

Victory Action Program: No action taken.

1948: *Affiliates* 2; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 7

100% *Honor Roll* 1948: *Counties* 1; *Cities* 9; *Schools* 40; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Las Vegas: MRS. MAUDE FRAZIER . . . 314 *Ely:* CHESTER V. DAVIS . . . 302

Let us have faith that right makes might; and in that faith let us to the end dare to do our duty as we understand it. And having chosen our course, let us renew our trust in God, and go forward without fear and with manly hearts.—ABRAHAM LINCOLN

NEVADA

Achievements 1921-1948

THE NEVADA STATE EDUCATIONAL ASSOCIATION has to contend with the rigors of space and sparse population in this still pioneer state but in spite of this its efforts in behalf of educational advancement have been fruitful.

There are only 1060 teachers in the state, and out of this number 1046 are members of the NSEA. The 1948 membership goal of the Victory Action Program has been surpassed.

In 1936 the association succeeded in securing the removal of the Nevada constitution 20¢ tax limit. This was indeed an outstanding accomplishment since removal of this limitation required an amendment to the constitution.

Other educational advancements in Nevada include the hot-lunch project for child welfare, aid to rural teachers, and unification of the state association. The association aided and gave publicity to the recodification of the Nevada school code. The association sponsored the revision, advanced financial aid for its investigation, and finally was successful in having the 1945 legislative session author-

ize the complete revision by the attorney general of Nevada. The code is now completed. Nevada may point with pride to one of the most up-to-date compilations of school law in the United States.

In 1947 the NSEA made purposeful strides in educational achievement. Passage of a state minimum-salary bill of \$2400 was secured for all teachers in the state.

The proposed reorganization of the NSEA, which was conducted thru a committee composed of classroom teachers and administrators, is now being presented to the teachers of the state for adoption or rejection. The office of president of the NSEA would be filled by a classroom teacher one term and by an administrator the next.

The most important step that has been taken by the association in recent years was the appointment of the first fulltime executive secretary, who took office in June 1948. The establishment of this office will do much to unite the widely scattered teachers.

Future Program

Altho Nevada has a State Teachers Retirement Act, the NSEA is studying the possibilities of becoming a part of the proposed State Retirement Program.

Plans are being formulated to make all teachers eligible for membership in a program of hospitalization insurance.

A closer unity for all the teachers of the state is urgently needed. The state association feels that, by working together in a wellknit organization with administrators and classroom teachers, plans for the future will be more certain of achievement.

Affiliated State Associations

NEW HAMPSHIRE

Area: 9304 sq. mi. *Pop.* [1947]: 457,000. *Counties:* 10. *Towns 2500 or over:* 18
Largest cities 1940: Manchester 77,685; Nashua 32,927; Concord 27,171; Berlin 19,084; Dover 14,990; Portsmouth 14,821; Keene 13,832; Laconia 13,484
Capital: Concord. *State Comm. of Education:* WALTER M. MAY [acting]
NEA State Director: DANIEL W. MAC LEAN, headmaster, Highschool, Berlin
State PTA President: MRS. ALTON SEADEY, North Conway

New Hampshire State Teachers Association, 63 N. Main St., Concord

Organized: November 1854, Nashua

Annual Meeting of Assembly of Delegates: October 20, Concord. Fall convention October 21-22, Concord; annual dues, \$4

District Organization: The ten county organizations are independent of the state association. Their members are generally members of the NHSTA

President: RAYMOND I. BEAL, 99 Willard Ave., Portsmouth

Executive Secy-Treas.: JOHN H. STARIE [fulltime since Aug. 1, 1947; parttime since Aug. 1, 1945]

Secretary-Treasurer: CONSTANCE J. TIMLIN, teacher, Concord Highschool, Concord

Official Organ: New Hampshire Educator. *Editor-in-chief:* JOHN H. STARIE

Status of Teachers, Principals, Supervisors: Number 1947-48: 2925. Estimated average salary 1947-48: \$2250. Minimum salary law enacted 1947; present minimum \$1700 with lowest certificate; \$1800 with bachelor's degree. Statewide joint-contributory teacher retirement law 1937.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
NHSTA	2540	2738	2870	2600	3003	3084			
NEA	455	617	953	907	1145	1228	1847	2466	3084

Victory Action Program: Adopted October 1946. Unified dues to take effect 1947-48. 1948: *Affiliates* 13; *FTA Chapters* 1; *FTA Members* 53; *NEA Life Members* 15
100% Honor Roll 1948: *Counties* 0; *Cities* 1; *Schools* 40; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Concord: EDGAR FULLER 298 JAMES J. DOYLE 310
Hanover: EULELA W. BLODGETT 272 *Portsmouth:* ALICE L. JEFFORDS 324
Keene: LLOYD P. YOUNG 323

NEW HAMPSHIRE

Achievements 1921-1948

THE New Hampshire State Teachers Association has made great strides in strengthening its organization. The executive secretary is employed on a fulltime basis, and constitutional changes have been put into effect. Strong local associations now exist in 30 of the 48 supervisory unions. Departments of Classroom Teachers and of Elementary Principals are being organized. From a thoro study of the whole structure of professional organization now in process, it is expected that further major changes will result.

Great gains were made during the last legislative session. State aid was increased from \$400,000 per year to \$2,000,000; transfer rights effected between the teachers retirement system and that of the state employes; the retirement system was broadened to include school nurses and teachers in private academies recognized as public highschoools; and enabling acts for the consolidation of school districts and for increasing the bonded indebtedness of school districts were passed. Minimum salaries of \$1800-\$2000 were established by ruling of the State Board of

Education, which also carried on intensive programs of inservice training.

Despite increase in dues, membership in the state association has increased from 3003 to 3084 over the past year, and NEA membership from 1145 to 1228. New Hampshire teachers contributed \$1,041.20 to the Overseas Teacher-Relief Fund. Strong support was given by both state and local associations to the bills before Congress providing federal aid to education.

The association gives its enthusiastic support to the Harriet Huntress Loan Fund as an effective aid to the recruitment of talented young women into the teaching profession. The fund is sponsored by the New Hampshire Schoolmistresses' Club to aid young women interested in entering teacher education.

The Educational Council of New Hampshire, a branch of the state association, has been responsible for most curriculum development in the state for the last half-century. It unifies the aims and purposes of educational organization in meeting the educational problems of the state.

Future Program

The NHSTA is working for a new retirement law; a new statute will be introduced in the 1949 session of the General Court which will provide benefits comparable to those of other states.

Teacher recruitment and inservice training programs are being developed thru a Council on Teacher Education.

A basic tenure law will probably be the next major goal.

Affiliated State Associations

NEW JERSEY

Area: 7836 sq. mi. *Pop.* [1947]: 4,435,000. *Counties:* 21. *Towns 2500 or over:* 178
Largest cities 1940: Newark 429,760; Jersey City 301,173; Paterson 139,656; Trenton 124,697; Camden 117,536; Elizabeth 109,912; Bayonne 79,198

Capital: Trenton. *State Commissioner of Education:* JOHN H. BOSSHART

NEA State Dir.: RUTH W. PEARSON, 67 South Munn Ave., East Orange

State PTA President: MRS. HORACE J. BROGLEY, 1031 Georges Rd., New Brunswick

New Jersey Education Association, 200 Stacy-Trent Hotel, Trenton

Organized: December 28, 1853

Annual Meeting of Rep. Assem.: November 1948, Atlantic City; annual dues \$5

District Organization: County meetings planned, October and November

President: CHARLES L. STEEL, JR., prin., Teaneck Highschool, Teaneck

Executive Secretary: FREDERICK L. HIPPE [since Sept. 1, 1946]

Field representatives: FRED A. FORBES and JOSEPH J. MASTELLO, JR.

Official Organ: New Jersey Educational Review. *Editor:* LAURENCE B. JOHNSON

Status of Teachers, Principals, Supervisors: Number 1947-48: 26,090. Estimated average salary 1947-48: \$2900. Minimum salary law since 1919; present minimum \$1800. Statewide tenure law since 1909. Statewide joint-contributory teacher retirement law since 1919.

Membership as of May 31:						Suggested NEA Goals for Unification by 1951			
	1943	1944	1945	1946	1947	1948	1949	1950	1951
NJEA	25430	25700	25448	25000	25800	26270			
NEA	7213	8023	8555	8771	10641	12273	16939	21605	26270

Victory Action Program: Approved by Delegate Assembly.

1948: *Affiliates* 90; *FTA Chapters* 8; *FTA Members* 578; *NEA Life Members* 203

100% *Honor Roll* 1948: *Counties* 0; *Cities* 25; *Schools* 292; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Atlantic City:</i> MARGARET BUCHANAN	351	<i>Nutley:</i> KATE S. BREWSTER	339
MARION W. FOX	313, 316	<i>Orange:</i> BERT CARD	357
MARION QUIN	343	<i>Trenton:</i> MRS. DOROTHY JACKSON	339
<i>Elizabeth:</i> J. ELY VAN HART	328	PAUL LOSER	325
<i>Flemington:</i> MELDA CHAMBRÉ	353	EVERETT C. PRESTON	319
<i>Hackensack:</i> LENA M. PORRECA	332	ROSCOE WEST	298
<i>Metuchen:</i> MILDRED B. MOSS	339	MRS. ELLA REIDELL WILLIAMS	337
<i>Newark:</i> WILLIAM LEWIN	355		

NEW JERSEY

Achievements 1921-1948

THE New Jersey Education Association has been growing steadily over the past quarter-century. It has continuously increased its services to New Jersey children, schools, and teachers.

Membership in NJEA exceeds 100% of New Jersey's 26,270 teachers. Retired teachers continue as members and 1500 schoolboard members are associate members. NEA membership in New Jersey has risen from 2527 in 1921 to 12,273 in 1947-48.

The most recent achievements of NJEA are an equalized state aid program effective July 1, 1947 and a field service which reaches virtually every teacher. Behind these are the maintenance and improvement of an actuarial state retirement system with assets of \$137,000,000; legal advice and protection for every member whose rights are threatened; a statewide discussion program [community discussions] involving 150,000 citizens; public-relations activities using press, radio, leaflets, meetings, and several publications.

The annual convention of the NJEA draws 12,000 teachers to Atlantic City

for three days. In 1946 the association also sponsored a press and publicity conference, its annual spring conference for county and local associations, a statewide meeting of the Future Teachers of America, and a joint NJEA-NEA Legislative Conference.

A Delegate Assembly and Executive Committee and nine full-time employees comprise the NJEA. It makes use of committees in such fields as legislation, salary, pensions, enrolment. Professional activities are in the hands of 35 affiliated professional groups.

The NJEA field service is handled by two full-time field workers, one of whom also represents the NEA in the state. They help form local associations and help solve local problems of all kinds, frequently representing the teachers before local boards of education.

The 1947 legislature raised the minimum salary for New Jersey teachers to \$1800. It supported the increase with a \$1,200,000 special appropriation to school districts. The 1948 legislature voted an additional \$10,000,000 in state school aid.

Future Program

The association is actively pushing for increased state aid, a new tax program, and tenure protection for superintendents of schools. It will continue to work for improvement of state aid and pension program. Field work will be maintained,

local associations stimulated, its public relations program and information services expanded, and its publications improved. It is vigorously behind the Victory Action Program and striving to meet its membership goals.

Affiliated State Associations

NEW MEXICO

Area: 121,666 sq. mi. *Pop.* [1947]: 550,000. *Counties:* 31. *Towns 2500 or over:* 22
Largest cities 1940: Albuquerque 35,449; Santa Fe 20,325; Roswell 13,482; Hobbs 10,619; Clovis 10,065; Las Cruces 8385; Raton 7607; Carlsbad 7116; Gallup 7041
Capital: Santa Fe. *State Supt of Public Instruction:* CHARLES L. ROSE
NEA State Dir.: R. J. MULLINS, exec. secy, New Mexico Education Assn, Santa Fe
State PTA President: MRS. JACK BRADENBURG, Taos

New Mexico Education Association, 114 East Marcy St., Santa Fe

Organized: 1886

Annual Meeting: October 26-30, 1948, Albuquerque, annual dues, \$5; assoc., \$2

President: MRS. MARY WATSON, dir. of elem. educ., Bernalillo County, Albuquerque

Vicepresident: F. R. MCKINLEY, Farmington

Executive Secretary: R. J. MULLINS [since January 1, 1938]

Assistant Secretary: BRIGHT E. GREINER

Treasurer: R. P. SWEENEY, state dept. of education, Santa Fe

Official Organ: New Mexico School Review. *Editor and Manager:* R. J. MULLINS

Status of Teachers, Principals, Supervisors: Number 1947-48: 4626. Estimated median salary of classroom teachers 1947-48 as reported by state associations: \$2744. Tenure law since 1943; maintains statewide pension plan to which teachers do not contribute.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
NMEA	4018	4224	4224	4242	5098	5009			
NEA	692	1217	1440	1721	2265	2953	3639	4325	5009

Victory Action Program: NMEA has state action program.

1948: *Affiliates* 25; *FTA Chapters* 1; *FTA Members* 74; *NEA Life Members* 51

100% *Honor Roll* 1948: *Counties* 5; *Cities* 31; *Schools* 104; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Sante Fé: HAROLD B. FRESHLEY .308, 332

"It is easier to dodge our responsibilities than to dodge the consequences of dodging our responsibilities"

NEW MEXICO

Achievements 1921-1948

THE New Mexico Education Association has made marked progress in the past 27 years. The single-salary schedule whereby teachers are paid on a basis of professional training and experience regardless of teaching field has been revised upward. The median salary for classroom teachers in 1947-48 is \$2744.

In the 31 counties, salary schedules are in effect with a \$2400 base for a beginning teacher with the bachelor's degree and \$2600 for a master's degree. Increments based on additional training and experience lead to the maximums from \$3200 to \$3900. In addition, a cost-of-living allowance of \$240 has been set up in all counties for 1948-49.

Membership in the state association has increased from 4230 in 1945-46 to 5009 during the current year and includes over 99.5% of the teachers of the public schools and a large majority of the professional employes of the institutions of higher education. The five year Victory

Action Program has been approved and the membership goal for 1948 has been achieved.

The organization of the nine district associations as subdivisions of the state association has been completed and work conferences held in each during the year. An amendment to the constitution adopted in November 1946 gives each district a representative on the state executive committee. This district representative is elected by members within the district and serves as the district's liaison officer. This amendment also broadens the basis of local representation in the council, the legislative body of the association, giving larger possibilities for membership participation in its activities and planning.

Retirement at 60% of the average salary paid during the last five years of service is available to employes who have reached the age of 60 years with 20 years of teaching service.

Future Program

The association is planning an extensive campaign to encourage every member to become an active participant in his professional organization thru a local association. Two leaders conferences will be held during the summer to set up plans.

Local associations are now functioning effectively in 70 administrative units in the state, and plans are made for a

local group in each administrative unit.

The state, district, and local associations are assisting the educational specialists and the state education survey board in every possible way. The NMEA has outlined a program in a definite platform of objectives—*Education for All New Mexico's Children*—and is looking forward to placing its platform into effect.

Affiliated State Associations

NEW YORK

Area: 49,576 sq. mi. *Pop.* [1947]: 14,092,000. *Counties:* 62. *Towns 2500 or over:* 203
Largest cities 1940: New York City 7,454,995; Buffalo 575,901; Rochester 324,975
Capital: Albany. *State Commissioner of Education:* FRANCIS TROW SPAULDING
NEA State Director: JAMES A. CULLEN, 48 South Second Ave., Mt. Vernon
State PTA President: MRS. ROBERT B. ROWE, 90 Kenwood Ave., Rochester 11

New York State Teachers Association, 152 Washington Avenue, Albany 6

Organized: July 30, 1845, Syracuse

Annual Meeting of House Delegates: November 22-23, 1948; annual dues, \$2-8

District Organization: Ten zones

President: MARY A. SHEEHAN, 49 Gorsline Street, Rochester 13

First Vicepresident: HELEN C. MC CORMICK, 16 Fordham Court, Albany

Second Vicepresident: ALAN H. NICOL, 181 S. Harris Hill Road, Williamsville 21

Third Vicepresident: CHARLES G. HETHERINGTON, 228 N. Seward Ave., Auburn

Fourth Vicepresident: DOROTHY B. ALLEN, 346 Smith St., Peekskill

Executive Secretary: ARVIE ELDRED [since December 1930]

Field Secretary: EDITH GARTHE

Director of studies: ARVID J. BURKE

Director of public relations: G. HOWARD GOOLD

Official Organ: New York State Education. *Editor:* ARVIE ELDRED. *Associate Editor:*

ZORAIDA E. WEEKS. *Advertising Manager:* ELIZABETH M. HINE

Status of Teachers, Principals, Supervisors: Number 1947-48: 74,652 [includes 30,000 NYC teachers]. Estimated average salary 1947-48, excluding New York City: \$2843. Minimum salary law since 1919; present minimum \$2000. Tenure law since 1917, extended to all except certain rural districts. Statewide joint-contributory teacher retirement since 1921, outside NYC which has a separate system.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
NYSTA	44000	43000	43500	43500	43737	43431			
NEA	14060	14566	15829	13410	14522	15744	24973	34202	43431

Victory Action Program: No action taken.

1948: *Affiliates* 123; *FTA Chapters* 4; *FTA Members* 126; *NEA Life Members* 365

100% *Honor Roll* 1948: *Counties* 1; *Cities* 11; *Schools* 180; *STC* 1

Affiliated State Associations

NEA and Department Officers and Committee Members

<i>Albany:</i> EDWARD L. COOPER	357	JOSEPH W. FERRIS	310
C. B. MURRAY	302	ERLING M. HUNT	349
<i>Brooklyn:</i> JOHN M. HURLEY	328	MORRIS MEISTER	352
<i>Buffalo:</i> PAUL WAMSLEY	310	ERNEST O. MELBY	296
<i>Douglaston:</i> MARIE W. GRAHL	302	PAUL R. MORT	292
<i>Freeport:</i> JOHN W. DODD	296	FLORENCE MYERS	344
<i>Garden City:</i> LLOYD S. MICHAEL	347	NATHAN NEAL	352
PHILIP WARDNER	332	LUCILLE NICOLS	351
<i>Glens Falls:</i> HAROLD M. LONG	349	JOHN K. NORTON	292
<i>Great Neck:</i> LOIS STAAT	298	WILLIAM F. RUSSELL	306
<i>New Rochelle:</i> VERN FRISCH	357	LESTER THONSEN	356
<i>New York City:</i> ETHEL J. ALPENFELS	292	HELEN M. WALKER	327
WALTER A. ANDERSON	329	HOWARD E. WILSON	306
O. C. CARMICHAEL	292	EDWIN ZIEGFELD	343
RUTH CUNNINGHAM	329	<i>Oneonta:</i> CHARLES W. HUNT	323
FRANK W. CYR	298	EVELYN HODGDON	353
JOHN DEWEY	271	WARREN C. LOVINGER	323
ANNA DOOLEY	337	<i>Rochester:</i> JAMES M. SPINNING	292
E. S. EVENDEN	323		

NEW YORK

Achievements 1921-1948

THE New York State Teachers Association has taken great strides in legislation since 1921. Emergency state aid for teachers salaries provided after World War I was written into a permanent state-aid equalization formula in 1925 and 1926. State aid was extended to kindergartens in 1942. In 1945 a revision of state-aid legislation increased the amount of state assistance per pupil and included adult education, summer highschoools, and night schools.

The 1948 legislature revised the state-aid formula further, establishing a foundation program of \$200 per elementary-school pupil and \$240 per highschool

pupil, toward which the local community contributes the yield of a 7-mill tax on true valuation. The state guarantees a minimum amount of \$60 per elementary pupil and \$100 per highschool pupil to every school district. This law will bring state aid eventually to approximately \$180,000,000.

Minimum state salary laws passed in 1919 were revised upward in 1942 and 1943. In 1947 a new minimum-salary program was adopted establishing a beginning salary of \$2000 with a differential of 10% for cities of over 100,000 and two metropolitan counties. Five mandatory increments of \$150 each are provided and

'Affiliated State Associations

promotional increments above these are required for at least 50% of the teachers in a school system. The single-salary principle was adopted and a \$200 differential for the master's degree will be allowed.

Retirement legislation passed in 1948 permits superannuation retirement after 55 with fewer years of service by purchase of the amount necessary to bring the teachers contribution to the retire-

ment level. Another law permits teachers to make increased contributions to their annuity account in the retirement system.

The association built its headquarters building in 1934-35. The executive staff has been expanded to include an associate editor, advertising manager, field worker, and directors of studies and public relations.

The 1947 House of Delegates raised dues on a sliding scale from \$2 minimum to \$8 maximum on the basis of salary.

Future Program

The association's major objective is an adequate program of state support of education. The association will continue to work for legislation increasing the amount contributed by the state and decreasing the local contribution.

The association will also seek amendments of the 1947 salary law to remove

percent provisions on promotional increments, increasing the number of mandatory increments, and recognizing years of service.

Constitution revision is still in progress to strengthen association ties and the field-service and public-relations programs will be further expanded.

NEW YORK CITY

New York City is composed of five boroughs, which with their population as shown in the 1940 census are: Manhattan 1,889,924; Bronx 1,394,711; Brooklyn 2,698,285; Queens 1,297,634; Richmond 174,441; a total of 7,454,995

The schools of the city are in charge of a Board of Education and a Board of Higher Education. William Jansen is supt of schools, 110 Livingston St., Brooklyn 2, N. Y. *Status of Teachers, Principals, Supervisors:* Number 1947-48: 30,000. Average salary 1946-47: for elementary, \$3971; junior highschool, \$4290; and highschool, \$4848.

The present minimum is \$2500 for teachers with B.A. degrees.

Suggested NEA Membership Goals for Unification by 1951: 1949, 9,664; 1950, 18,407; 1951, 27,150.

New York City teachers are not a part of the New York State Teachers Association. Representatives of 67 different organizations cooperate thru the Joint Committee of Teachers Organizations, 130 W. 42nd St., New York 18, May Andres Healy, chairman. Following are the names of the organizations:

Affiliated State Associations

- Administrative Assistants Assn, NYC High-schools
- Associated Guilds of Teachers of Shopwork, NYC
- Assn for NYC Teachers of Children with Retarded Mental Development
- Assn for the Protection of the Merit System
- Assn of Admin. Assts and Teachers in Charge of Annexes in Vocational Highschools
- Assn of Asst Directors of Health Education
- Assn of Assistant Superintendents
- Assn of Assistant to Principal
- Assn of Assts to Principal in Charge
- Assn of Day School Teachers of Swimming, NYC
- Assn of First Assts in NYC Highschools
- Assn of Homemaking Teachers of NYC Schools
- Assn of Laboratory Assts in NYC Schools
- Assn of Placement Counselors
- Assn of Psychologists of NYC Public Schools
- Assn of PS Teachers of Crippled Children NYC
- Assn of PS Teachers of the Deaf
- Assn of Shop and Trade Teachers Guilds
- Assn of Teachers for Home Instruction
- Assn of Teachers of Blind and Sight Conservation Classes
- Assn of Teachers of Social Studies, NYC
- Assn of Teachers of Vocational and Educational Guidance
- Assn of Visiting Teachers of NYC
- Automotive Teachers Guild of NYC
- Bronx Boro-wide Assn of Teachers, Inc.
- Brooklyn Teachers Association
- Class Teachers Organization of Brooklyn
- Commercial Edn Assn of NYC and Vicinity
- Council of Attendance Officers
- Council of Women Directors
- Faculty Assn, Alexander Hamilton Voc. HS
- Faculty Club of Hunter College HS
- Vocational Teachers Union Local #24
- Federation of Assns of Employees of Board of Education
- Health Improvement Class Teachers Association, NYC
- Highschool Clerical Asst Assn
- Highschool Principals Association
- HS Teachers Assn of NYC, Inc.
- Junior Clerical Assistants Assn
- Junior Highschool Principals Assn
- Junior Principals Association
- Junior School Clerks Association
- Kindergarten 6B Teachers Assn, Inc.
- Legislative Conference of the City Colleges
- Music Teachers Assn of the PS of NYC
- NYC Assn of Teachers of Health and Physical Education
- NYC Teachers Association
- NYC Teachers of Jr. HS, Inc.
- NY Principals Association
- NY PS Kindergarten Association Central Advisory Council
- NY School Librarians Association
- NY Teachers Guild, Local #2, AFT
- Pension Digest Associates
- Printing Teachers Guild of NY
- Queensboro Teachers Association
- Seventh, Eighth, & Ninth Year Women Teachers Association of NYC
- Speech Improvement Teachers Assn of NYC
- Staten Island Teachers Association
- Substitute Teachers Assn of Greater NY
- Summer Elem. School Teachers Assn
- Teacher Clerks of the City of NY
- Teachers Alliance of NYC, Inc.
- Teachers in Charge Association
- Teachers Pension Service, Inc.
- Teachers Welfare League of NYC
- Vocational HS Principals Association
- Vocational HS Teachers Assn, Inc., of NYC

PEOPLE acting in a group can accomplish things which no individual acting alone can even hope to bring about.—FRANKLIN D. ROOSEVELT

Affiliated State Associations

NORTH CAROLINA

Area: 52,712 sq. mi. *Pop.* [1947]: 3,718,000. *Counties:* 100. *Towns 2500 or over:* 76. *Largest cities 1940:* Charlotte 100,899; Winston-Salem 79,815; Durham 60,195; Greensboro 59,319; Asheville 51,310; Raleigh 46,897; High Point 39,495
Capital: Raleigh. *State Superintendent of Public Instruction:* CLYDE A. ERWIN
NEA State Director: BERTHA COOPER, highschool teacher, Duke Inn, Elizabeth City
State PTA President: MRS. ERNEST B. HUNTER, 2315 Selwyn Ave., Charlotte

North Carolina Education Association, Box 350, Raleigh

Organized: July 1857, Warrenton. No further attempts until June 16, 1884
Annual Meeting of Delegate Assembly: April 1948; annual dues, \$4
District organizations: 6 districts with representatives on Board of Directors
President: A. C. DAWSON, JR., principal, Southern Pines.
Executive Secretary-Treasurer: ETHEL PERKINS EDWARDS [since November 1944]
Field Secretary: ROSALIE ANDREWS
Advertising Manager: JOHN G. BIKLE
Official Organ: North Carolina Education. *Editor:* ETHEL EDWARDS; *Associate Editor:* W. AMOS ABRAMS; *Editorial Assistant:* JEAN BRANCH
Status of Teachers, Principals, Supervisors: Number 1947-48: 25,000. Estimated average salary 1947-48, as reported by state association: \$2125. Minimum salary law since 1923. Minimum for 1947-48: three years training, \$1440; four years, \$1620. Statewide continuing contract law since 1941. Statewide joint-contributory teacher retirement law since 1941.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
NCEA	17781	18089	18184	18072	18501	18000			
NEA	3098	6241	8992	10511	10970	10234	12823	15412	18000

Victory Action Program: Approved in principle. Working toward unified dues.
 1948: *Affiliates* 72; *FTA Chapters* 8; *FTA Members* 370; *NEA Life Members* 77
 100% *Honor Roll* 1948: *Counties* 2; *Cities* 31; *Schools* 206; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Chapel Hill: ALBERT COATES 298 *Mooreville:* MARY M. GREENLEE . . . 334
Durham: DOUGLAS E. SCATES 327 *Raleigh:* C. C. BROWN 353
Greensboro: MOZELLE CAUSEY . . . 296 CLYDE A. ERWIN 298

NORTH CAROLINA

Achievements 1921-1948

NORTH CAROLINA is justly proud of her progress educationally and the North Carolina Education Association is happy to know that it has contributed to this progress. The association's achievements are the result of close cooperation with the state department of education and with all lay groups interested in better schools, better teachers, and improved teacher welfare.

The state school system now provides for all children a nine-month term for 12 years. Superintendents are paid for 12 months and principals are paid for ten months. A program of further consolidation is being revitalized.

A sound retirement system was strengthened considerably by the 1947 General Assembly when it increased re-

tirement benefits 25% for all who have retired and for all who will retire. A teacher may now separate from the system after 20 years of service and yet receive retirement allowance at the age of 60.

The 1947 legislature also gave to teachers the largest increase in salaries ever given in North Carolina. All salaries of teachers are to be raised at least 27% and the A certificate teachers may receive a 30% boost.

The four major divisions of the association, superintendents, principals, classroom teachers, and teachers of higher education, are completing plans for summer conferences. The district presidents are making arrangements for the six annual district meetings.

Future Program

The 1948 Delegate Assembly gained momentum in a continuing program by re-emphasizing long-term objectives in terms of progress and the current situation: To raise professional standards—inservice education thru professional study and work in the local unit, an expanding program of supervision, selective recruitment, and additional study to raise and renew certificate ratings. To protect the teacher—legislation to make secure retirement funds, to provide protective continuing contracts, and to provide adequate legal absence. To safeguard the educational welfare of the

child—increase of the state's investment in public education to provide \$2400 per year minimum salary for A-grade teachers with commensurate increments, at least the minimum sanitary standards in the schools, adequate transportation, reduction of teacher load to not more than 30 pupils, liberalized loan program for construction of school buildings, and increased efforts to obtain federal aid.

By pledging itself to such a program, the 1948 Delegate Assembly endorsed a future program which will set education on the march in North Carolina.

Affiliated State Associations

NORTH DAKOTA

Area: 70,665 sq. mi. *Pop.* [1947]: 552,000. *Counties:* 53. *Towns 2500 or over:* 12
Largest cities 1940: Fargo 32,580; Grand Forks 20,228; Minot 16,577; Bismarck 15,496; Jamestown 8790; Devils Lake 6204
Capital: Bismarck. *State Superintendent of Public Instruction:* G. B. NORDRUM
NEA State Director: LEILA C. EWEN, STC, Minot
State PTA President: MRS. E. H. GILBERTSON, Finley

North Dakota Education Association, Bismarck

Organized: December 28, 1887, Fargo
Annual Meeting of Representative Assembly: At time of state convention in October, Bismarck; annual dues, \$2.50-5
District Organization: The state is divided into four divisions
President: MARY FOWLER, 415 9th St., Fargo
Vicepresident: SIDNEY LEE, teacher, Bismarck
Executive Secretary: PAUL DALAGER [since July 1, 1946]
Official Organ: North Dakota Teacher. *Editor:* ELLA SCHROEDER
Status of Teachers, Principals, Supervisors: Number 1947-48: 6540. Estimated average salary 1947-48: \$1600. Minimum salary law since 1905; present minimum for lowest certificate, \$900; with B.A. degree, \$1350. Statewide continuing contract law enacted in 1947. Statewide joint-contributory teacher retirement law since 1914.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
NDEA	4670	4780	5535	5438	5700	5800			
NEA	1036	1375	2729	2711	2772	2781	3788	4795	5800

Victory Action Program: Adopted November 1946. Working toward unified dues. 1948: *Affiliates* 7; *FTA Chapters* 3; *FTA Members* 120; *NEA Life Members* 47
100% Honor Roll 1948: *Counties* 1; *Cities* 74; *Schools* 143; *STC* 1

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Valley City: MERLE S. WARD 311

NORTH DAKOTA

Achievements 1921-1948

THE YEAR 1921 marked the development of a definite educational program of action in North Dakota. An executive secretary was employed fulltime and publication of the *North Dakota Teacher*, the official organ, was commenced. Longtime legislative plans were prepared and advanced.

The establishment of the principle of state participation in the financing of public education thru equalization of educational costs was one of the greatest legislative accomplishments for which the association had worked. The equalization fund enacted into law provides help for needy school districts and offers high-school privileges to every boy and girl in the state.

Group insurance is available to every teacher in the state under a plan favorable to the members of the association. The 1947 legislative enactments included changes in the teachers insurance and retirement fund of great significance to all North Dakota teachers. The minimum

annuity was changed from \$350 to \$600 and the maximum was changed from \$750 to \$1200. Another law has been enacted whereby the local school districts must match the amount of money which the teacher places in the fund.

Professional membership in the state association has grown from 20% to 90% of the teaching personnel. Membership in the NEA has increased from 7% to 43%. Teachers salaries have been greatly increased.

The significance and importance of the school legislation passed by the 1947 legislature has greatly improved North Dakota's educational position in the nation. The association is proud of the achievement of one of the most extensive educational programs in the history of the state.

North Dakota has increased the number of NDEA locals of which there are now a total of 90. These are all active groups giving full support to legislative programs. Teacher welfare has also been advanced thru the activity of these locals.

Future Program

Plans are being made to increase the dues in order that additional revenue may be secured for an expanded association program.

The association will continue to work for an increased program of teacher welfare. It will seek to strengthen the youth of the state thru the advancement of public education.

The establishment of a North Dakota council on teacher education is being considered. In order to improve education in North Dakota both lay and educational leaders must work together. Therefore the organization and support of a state council on education is believed essential. Such a council would sponsor urgently needed educational improvements.

Affiliated State Associations

OHIO

Area: 41,222 sq. mi. *Pop.* [1947]: 7,773,000. *Counties:* 88. *Towns 2500 or over:* 186
Largest Cities 1940: Cleveland 878,336; Cincinnati 455,610; Columbus 306,087
Toledo 282,349; Akron 244,791; Dayton 210,718; Youngstown 167,720; Canton
108,401; Springfield 70,662; Lakewood 69,160; Cleveland Heights 54,992; Ham-
ilton 50,592

Capital: Columbus. *State Superintendent of Public Instruction:* CLYDE HISSONG

NEA State Dir: HELEN BRADLEY, 2401 Salutaris, Cincinnati

H. C. ROBERSON, director of personnel activities, Lima

State PTA President: MRS. KEITH WEIGLE, 1873 Grasmere St., East Cleveland

Ohio Education Association, 213-15 E. Broad St., Columbus 15

Organized: December 31, 1847

Annual Meeting of Representative Assembly: Usually in December, Columbus; an-
nual dues, \$3

District Organization: Six district associations, autonomous in operations but linked
with OEA thru constitutional specifications

President: MARGARET BOYD, 213 Wilma Ave., Steubenville

Vicepresident: GEORGE C. BEERY, county supt of schools, Columbus

Executive Secretary: WALTON B. BLISS [since January 1, 1935]

Public Relations Secretary: BERNARD I. GRIFFITH

Research Secretary: THOMAS G. O'KEEFE

Official Organ: Ohio Schools. *Editor:* HOBART H. BELL. *Contributing Editor:* WALTON
B. BLISS

Status of Teachers, Principals, Supervisors: Number 1947-48: 42,000. Estimated aver-
age salary 1947-48, as reported by state association: \$2763. Statewide tenure law
since 1941, except in rural districts and for certain teachers. Statewide joint-con-
tributory teacher retirement law since 1920.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
OEA	38250	37541	38778	39085	39890	41075			
NEA	18165	21602	24578	23835	24474	27289	31885	36481	41075

Victory Action Program: Adopted by Executive Committee

1948: *Affiliates* 115; *FTA Chapters* 9; *FTA Members* 529; *NEA Life Members* 481

100% *Honor Roll 1948: Counties* 12; *Cities* 168; *Schools* 1117; *STC* 0

Affiliated State Associations

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Akron:</i> MRS. SARAH C. CALDWELL	332	ANDREW HENDRICKSON	319
<i>Cincinnati:</i> GLADYS BAHR	357	WILLIAM B. MC BRIDE	341
D. ARTHUR BRICKER	328	GEORGE E. ROUDEBUSH	325
A. O. MATHIAS . . .	294	WILLIAM E. WARNER . . .	328
GEORGE REAVIS	349	W. HAYES YEAGER . .	356
WILLIAM K. STREIT .	321	<i>Dayton:</i> LUCILLE WALLACE . . .	344
LUTHER A. RICHMAN	341	<i>Lakewood:</i> MARTIN W. ESSEX . .	309
ANNE SUTHERLAND	309	<i>Lima:</i> H. C. ROBERSON	315
<i>Cleveland:</i> ALFRED HOWELL	343	<i>Oxford:</i> JOHN A. WHITESEL	328
MRS. IRENE MC ANERNEY	355	<i>Shaker Heights:</i> FLORENCE GABRIEL	334
RAY N. MC FARLIN .	298	<i>Steubenville:</i> MARGARET BOYD	306
H. CLAY MC GUFFEY	305	<i>Toledo:</i> MERRILL F. COOLEY .	302
<i>Columbus:</i> IVAN R. AMERINE .	313	GLADYS SIMONDS .	298
WALTON B. BLISS	315	<i>Youngstown:</i> MARY A. HADDOW	329
H. F. HARDING .	356	ALICE BURTNETT .	340

It is the member of a regiment, the wearer of a uniform, to whom the cause is precious. So it should be with us soldiers of knowledge. We are members of a growing brotherhood, and do not teach as solitary adventurers. . . . Since, then, we cannot each be a whole, let us join a whole, and so attain that dignity, that superiority to our own detached selves, which comes only thru whole-hearted loyalty to our profession.

—GEORGE HERBERT PALMER

Time for everything—Take time to work—it is the price of success. Take time to think—it is the source of power. Take time to play—it is the secret of perpetual youth. Take time to read—it is the foundation of wisdom. Take time to be friendly—it is the road to happiness. Take time to dream—it is hitching your wagon to a star. Take time to love and be loved—it is the privilege of the gods. Take time to look around—it is too short a day to be selfish. Take time to laugh—it is the music of the soul.—OLD IRISH PRAYER

Affiliated State Associations

OHIO

Achievements 1921-1948

THE OHIO EDUCATION ASSOCIATION has worked consistently since its inception for organizational unity among the teachers thruout the state.

It has also taken great strides in legislative achievement during that period.

In 1920 a state teachers retirement law was enacted thru the efforts of the association. The system served as a model for retirement plans for school and public employes in other states. In 1945 and 1947 major improvements were made in the form of increased allowances for both superannuation and disability. The interest rate at which teachers savings are compounded annually was held at 4% by legislative act, the necessary sum above actual interest earnings being included in board of education contributions.

During 1932-35 the association was battling for a basic school-support law. In 1935 the school foundation law came into being. In 1947 the foundation figures set up in the original program were increased 126% on the elementary level and 80% on the highschool level. The higher increase on the elementary level was for the purpose of furthering the single-salary objective.

Teacher tenure became a reality in 1941. This was another hard-fought struggle but the law has stood with no modification except minor amendments. Upon going into effect it brought more than 22,000 teachers under immediate tenure protection. Five days minimum

annual sick leave for teachers has now become a legal requirement in the state. Teacher recruitment is being emphasized during 1948.

The high spots in 1947 school legislation include an increase in state school subsidy from \$59,000,000 annually to \$86,000,000; a raise in the guaranteed elementary foundation program from \$67.50 per pupil in ADA to \$101.75 per pupil in ADM (average daily membership) and highschool foundation from \$81 ADA to \$122 ADM. For the biennium of 1947 and 1948 the appropriation is \$159,000,000.

A sum of \$2,000,000 is granted to additional-aid districts for the purchase of school buses. This is a new grant. Also \$2,000,000 was appropriated to aid in the rehabilitation of school plants in districts with valuation of less than \$6000 per resident pupil in ADM.

Total state money for the years of 1947 and 1948 is, therefore, \$163,000,000 for these purposes, plus \$2,068,000 for classes for deaf, blind, crippled, and other handicapped children and \$1,070,000 for vocational and rehabilitation programs.

Three-fourths of the increase in state money under the per-pupil foundation must be used to increase teachers salaries for the 1947-48 school year. This will mean that \$19,750,000 will go for that purpose during the coming school year,

Affiliated State Associations

an average of about \$500 per teacher.

The 1947 legislature also amended the teachers-retirement law by adding a flat \$180 per year to pensions of all teachers retiring this year and hereafter, and increased pensions of teachers now retired by raising prior service allowances and setting the minimum annual pension for teachers with 15 or more years of service at \$20 multiplied by the number of years of service.

The exchange of teachers between Ohio boards of education and foreign nations was legalized.

The association has purchased permanent headquarters and employs a fulltime executive secretary. Staff expansion has

included research, fieldwork, and extensive public-relations service activities. Aid in levy and bond issue campaigns is one of the new public-relations features.

New features of the association's program concern themselves with services to local associations. More than 200 leaders of local associations attended the second fall training conference of local association leaders held in September 1947 at Camp Muskingum.

This weekend conference will be repeated in 1948. NEA and OEA officers and leaders conducted discussions on such problems as running the association, public relations, legislative activity, and teacher-welfare problems.

Future Program

The Classroom Teachers Department has recently created a professional relations committee with 14 key members. In addition to other activities this committee will concern itself with creating

and improving local teacher associations in Ohio.

The OEA executive committee has adopted the Victory Action Program and will strive to achieve its goals.

I DO NOT KNOW that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a lifework, a profession, an occupation, a struggle: it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes and his distances from the ideal. There never has been in the world's history a period when it was more worthwhile to be a teacher than in the twentieth century; for there was never an age when such vast multitudes were eager for an education or when the necessity of a liberal education was so generally recognized.—WILLIAM LYON PHELPS

Affiliated State Associations

OKLAHOMA

Area: 69,919 sq. mi. *Pop.* [1947]: 2,311,000. *Counties:* 77. *Towns 2500 or over:* 74
Largest cities 1940: Oklahoma City 204,424; Tulsa 142,157; Muskogee 32,332; Enid
 28,081; Shawnee 22,053; Lawton 18,055; Ardmore 16,886; Ponca City 16,794
Capital: Oklahoma City; *State Superintendent of Public Instruction:* OLIVER HODGE
NEA State Dir: W. MAX CHAMBERS, supt of schools, Okmulgee
State PTA President: MRS. S. S. MATOFSKY, 1915 S. Cheyenne St., Tulsa 5

Oklahoma Education Association, Oklahoma Natural Building, Oklahoma City 2

Organized: October 19, 1889, Guthrie

Annual Meeting of Representative Assembly: Nov., Feb., and May; annual dues,
 \$2.50-8

District Organization: The state is divided into nine districts each represented by a
 member on the Executive Committee

President: D. E. TEMPLE, 702 S. Cheyenne, Tulsa

Executive Secretary: FERMAN PHILLIPS [since July 1, 1948]

Associate Executive Secretary: C. M. HOWELL

Treasurer: A. LEROY TAYLOR, Bethany

Official Organ: Oklahoma Teacher. *Editor:* C. M. HOWELL. *Asst Ed.:* SALLY BURKE

Status of Teachers, Principals, Supervisors: Number 1947-48: 18,000. Estimated
 average salary 1947-48: \$1950. Minimum salary law since 1943. Present minimum:
 lowest certificate, \$1000; two years training, \$1200; B.A. degree, \$1500. Statewide
 joint-contributory teacher retirement law since 1943.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
OEA	15699	15401	14690	15807	16273	15895			
NEA	2262	3554	4151	3423	4581	5799	9165	12531	15895

Victory Action Program: Adopted by Executive Committee Nov. 21, 1946.

1948: *Affiliates* 23; *FTA Chapters* 7; *FTA Members* 242; *NEA Life Members* 79
 100% *Honor Roll* 1948; *Counties* 0; *Cities* 23; *Schools* 134; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Norman: ALICE SOWERS 319 *Oklahoma City:* HARVEY M. BLACK 302
 CAROLINE HOOK 298
Stillwater: DEWITT HUNT 328

OKLAHOMA

Achievements 1921-1948

FRUITFUL RESULTS have been produced in the past 27 years of Oklahoma association history. An equalization program for the schools of the state was proposed and sponsored for enactment into law. The association defended the measure when it was attacked in the courts and won a Supreme Court decision which established the legislation.

City and county examining boards have been abolished and full authority to issue certificates has been placed in the hands of the state board of education. Higher professional requisites for teachers have resulted from this legislation.

Two state surveys were conducted to secure facts upon which to base financial and district reorganization programs. It was necessary to secure an amendment to the state constitution to permit a system of teacher retirement before the present teacher-retirement law could be enacted.

Thru the efforts of the association the people of Oklahoma have adopted four amendments to the state constitution designed to give permanence and stability

to the school system. One amendment provides that local school districts may vote 15-mill excess levies instead of 10-mill as at present, the five-mill increase to be raised on condition that a majority of qualified voters of a district, voting at an election, vote for the increase.

Another amendment obligates the state legislature to provide annually a school fund equivalent to \$42 per enrolled child for the previous year.

A third amendment empowers governing boards of separate schools to levy annually not to exceed one mill for the purpose of erecting buildings for separate schools where and when needed.

The fourth amendment provides for free textbooks for public schools and appointment of educational committees to prepare official multiple lists of approved books for all subjects.

A new schedule of dues ranging from \$2.50 to \$8 has been adopted. The enrolment application for local, state, and national is now included on one card. Membership in the NEA has increased from 518 in 1921 to 5799 in 1948.

Future Program

The association looks forward to continued active participation in supporting better educational and professional standards. A commission on teacher training and certification has been formed. The \$2400 minimum salary for qualified teachers as recommended by the NEA

has been adopted as a goal by the legislative committee.

The acute need to increase the number of young people entering the profession is recognized. Teacher recruitment is taking the form of encouraging talented highschool students to teach.

Affiliated State Associations

OREGON

Area: 96,981 sq. mi. *Pop.* [1947]: 1,517,000. *Counties:* 36. *Towns 2500 or over:* 34
Largest cities 1940: Portland 305,394; Salem 30,908; Eugene 20,838; Klamath Falls 16,497; Medford 11,281; Astoria 10,389; Bend 10,021

Capital: Salem. *State Superintendent of Public Instruction:* REX PUTNAM

NEA State Director: CARL E. ASCHENBRENNER, prin., Parrish Jr HS, Salem

State PTA President: MRS. H. H. HARGREAVES, 2007 N. E. Alameda, Portland 12

Oregon Education Association, 220 S. W. Alder St., Portland 4

Organized: Nov. 1-3, 1899, La Grande [Eastern Division]

December 27-29, 1899, Salem [Western Division]

Annual Meeting, Representative Council: Dec. 5-6, 1947; united dues, ½% of salary

President: ERROL REES, principal, elementary school, Lake Grove

Executive Secretary: CECIL W. POSEY [since July 1, 1948]

Director of field service and research: DENNIS H. MC GUIRE

Director of placement and membership: MRS. RAE D. RICHARDSON

Official Organ: Oregon Education Journal: *Editor:* RICHARD H. BARSS

Status of Teachers, Principals, Supervisors: Number 1947-48: 9504. Estimated average salary 1947-48, as reported by state association: \$2909. Minimum salary law since 1919; present minimum lowest certificate, \$1800; B.A. degree, \$2100. Teacher tenure since 1913, in certain cities; continuing contract in rest of state. Statewide joint-contributory teacher retirement since 1945.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
OEA	6100	7500	6625	6570	6650	6865			
NEA	2589	4383	6671	6715	6735	7341	6865	6865	6865

Victory Action Program: Adopted and united dues in effect.

1948: *Affiliates* 11; *FTA Chapters* 2; *FTA Members* 77; *NEA Life Members* 89

100% *Honor Roll* 1948: *Counties* 1; *Cities* 16; *Schools* 201; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Albany:</i> CLARA VOYEN	357	<i>Portland:</i> STEPHEN E. EPLER	319
<i>Corvallis:</i> CLAIR V. LANGTON	321	MARTHA A. SHULL	300, 332
<i>Eugene:</i> HARRY K. NEWBURN	336	HUGH STOUT	305

OREGON

Achievements 1921-1948

VALUABLE public service has been contributed by the Oregon Education Association thru its legislative efforts on behalf of teacherages, consolidation, increased salaries in rural areas, and higher certification standards.

In 1926 a permanent headquarters was established, a secretary-treasurer was appointed, and publication of the *Oregon Education Journal* was started.

The years between 1927 and 1942 witnessed outstanding gains in public education and teacher welfare. A special two-mill tax for elementary schools was created. The minimum school term was extended from six to eight months. A high-school tuition fund was established, and the minimum county school fund was increased from \$6 to \$10 percapita. A vocational education law was established allowing the state to participate in the Smith-Hughes appropriation.

Qualifications for teachers were raised and teacher-training institutions were changed to colleges of education. Minimum-salary and continuing-contract laws were enacted.

During 1942-48 many other substantial

gains were made. A permanent plan of state support for public education was enacted, currently providing \$16,000,000 for the schools with equalization features. A school-building consultant and a school-lunch supervisor were added to the state department of education.

Laws passed at the 1947 legislature [1] increased minimum salaries for teachers to \$2100 and \$2400 for nondegree and degree teachers with two years experience and \$1800 and \$2100 for inexperienced teachers; [2] raised school district bonding limitations; [3] permitted schools to provide housing for teachers; [4] created rural school district boards within counties; [5] increased salary of state superintendent to \$6600.

An allinclusive dues plan of one-half of 1% was adopted. The Victory Action Program was adopted, and many of its goals were achieved including membership, unified dues, better salaries, retirement, progress on sick leave, lay support for education, equalization of school support. The Oregon Education Association also became affiliated with the World Organization of the Teaching Profession.

Future Program

Efforts will be directed toward rural educational progress, county and school district organization, increased cooperation with lay groups, strengthened internal organization, extension of research.

Teacher status will be promoted thru

expansion of credit unions and placement services, statewide tenure, single-salary schedule, legal counsel, group medical service, teacher-exchange programs, permanent headquarters, and formulation of minimum working conditions.

Affiliated State Associations

PENNSYLVANIA

Area: 45,333 sq. mi. *Pop.* [1947]: 10,281,000. *Counties:* 67. *Towns 2500 or over:* 355

Largest cities 1940: Philadelphia 1,931,334; Pittsburgh 671,659; Scranton 140,404;

Erie 116,955; Reading 110,568; Allentown 96,904; Wilkes-Barre 86,236

Capital: Harrisburg. *State Superintendent of Public Instruction:* FRANCIS B. HAAS

NEA State Directors: HARVEY E. GAYMAN, exec. secy, Pa. Education Assn, 400 North

Third Street, Harrisburg; MABEL STUDEBAKER, 426 East Tenth Street, Erie

State PTA President: MRS. A. J. NICELY, 423 W. 29th St., Erie

Pennsylvania State Education Association, 400 North Third Street, Harrisburg

Organized: December 1852

Annual Meeting: Harrisburg in late December each year; annual dues, \$4

President: N. EUGENE SHOEMAKER, R. D. 2, Red Lion

Vicepresident: FRED W. HOSLER, supt of schools, Allentown

Executive Secretary: HARVEY E. GAYMAN [since March 1, 1939]

Field service: RAYMOND C. WEBSTER

Director of research: A. CLAIR MOSER

Assistant executive secretary: EUGENE P. BERTIN

Public relations: FRED P. HARE, JR.

Attorney: LEWIS F. ADLER

Office manager: MARGARET E. HASSLER

Official Organ: Pennsylvania School Journal. *Editor:* HARVEY E. GAYMAN. *Asst Editor:*

M. ELIZABETH MATTHEWS

Status of Teachers, Principals, Supervisors: Number 1947-48: 59,000. Estimated average salary 1947-48: \$2527. Minimum salary law since 1903; present minimum: lowest certificate, \$1950; B.A. degree, \$2000. Statewide teacher tenure law since 1937. Statewide public-school employees retirement system since 1919.

Membership as of May 31:							Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
PSEA	54192	53748	53077	52025	53360	52577			
NEA	22426	26285	31571	32787	36677	38031	42880	47729	52577

Victory Action Program: Approved in principle by Executive Council November 9, 1947.

1948: *Affiliates* 171; *FTA Chapters* 13; *FTA Members* 896; *NEA Life Members* 437

100% *Honor Roll* 1948: *Counties* 24; *Cities* 95; *Schools* 1484; *STC* 6

Affiliated State Associations

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>California:</i> ANTHONY T. STAVASKI	328	REO LINDENBERG	346
<i>Erie:</i> C. HERMAN GROSE	308	ALBERT A. OWENS	319
MABEL STUDEBAKER	271, 272, 292, 296	<i>Pittsburgh:</i> DAN C. HARTBAUER	310
<i>Harrisburg:</i> S. GORDON RUDY	357	CAROLYN D. PATTERSON	351
<i>Hershey:</i> RAYMON H. KOCH	316	CHARLOTTE C. TRUBY	351
<i>Jenkintown:</i> JOHN E. DUGAN	355	<i>Reading:</i> THOMAS H. FORD	311
<i>Kutztown:</i> ITALO L. DE FRANCESCO	343	<i>State College:</i> HUMMEL FISHBURN	341
<i>Philadelphia:</i> JOHN H. BRODHEAD	313	MARION REX TRABUE	298, 323
CATHLEEN CHAMPLIN	315	<i>Swarthmore:</i> MABEL EWING	298
WALTER S. LAPP	352	<i>Williamsport:</i> FRED F. BASTIAN	305

PENNSYLVANIA

Achievements 1921-1948

THE PENNSYLVANIA STATE EDUCATION ASSOCIATION owns its own headquarters, publishes the *Pennsylvania School Journal*, and the weekly *Education Bulletin*. Membership dues have been increased from \$3 in 1947-48 to \$4 in 1948-49. The headquarters building is debt free and a permanent fund of approximately \$53,000 has been created.

During the past year the headquarters staff was increased by the employment of a director of public relations and an assistant secretary.

The growth of 285 local branches of the PSEA has been effected with more than 100 of these associations affiliated with the NEA. Development of an elected house of delegates which meets annually is another achievement. Today there are also elective standing committees serving in the areas of legislation, teacher welfare, and resolutions. Appointive committees serve in the field

of ethics, retirement, local branches, professional planning and coordinating, professional activities of students in teacher-training units and public relations.

The Pennsylvania State Education Association membership has increased from 34,477 in 1921 to 52,577 in 1948. NEA membership has grown from 2757 in 1921 to 38,031 in 1948.

A new salary schedule was adopted by the 1947 General Assembly. The revised schedule for all school districts with a population less than 500,000 begins at \$1950 for teachers without college degrees, advancing with five automatic increments of \$150 each to a maximum of \$2700. Under the revised schedule teachers with a bachelor's degree have a minimum of \$2000, advancing by eight automatic increments of \$150 each to a maximum of \$3200. Teachers with a master's degree have a minimum of \$2200, advancing by eight automatic

Affiliated State Associations

increments of \$150 each to a maximum of \$3400. In the two largest districts maximums are \$3800 for A.B. and \$4000 for A.M.

School appropriations were increased by the General Assembly to \$48,000,000 for the next biennium and the revised law carries an additional appropriation obligation of \$20,000,000 for 1949-1951 biennium and \$22,000,000 for the 1951-1953 biennium.

Also approved by the 1947 General

Assembly were, a liberal statewide program of sick leave, increase in travel expenses for county and assistant county superintendents, employment of a school nurse by districts with a pupil enrolment of 1500, creation of a public-school building authority, creation of a State Tax Equalization Board, amendment of the military leave act with reference to retirement, and a broadening of the local tax base.

PUERTO RICO

Puerto Rico, an island in the Caribbean Sea, is a US possession acquired from Spain in 1899.

Area: 3435 sq. mi. *Population:* 1,869,255

Capital: San Juan. *Commissioner of Education:* FRANCISCO COLLAZO [acting]

NEA Director: JOSÉ JOAQUIN RIVERA, Box 486, Río Piedras

Puerto Rico Teachers Association: President: LUIS MUÑIZ SOUFFRONT, Box 486, Río Piedras; Secretary: ERNESTO VALDERAS, Box 486, Río Piedras; annual dues, \$30

Status of Teachers, Principals, Supervisors: Number 1947-48: 9000. Estimated average salary 1945-46, as reported by association: \$1162. Statutory salary schedule since 1944; minimum in 1947-48 with lowest certificate, \$1260; with normal diploma, \$1380; with B.A. degree, \$1560. Teachers tenure and retirement laws.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
PRTA	5800	6257	6500	7000	7563	8300			
NEA	107	111	186	218	138	415	3044	5673	8300

Victory Action Program: No action taken.

1948: *Affiliates* 1; *FTA Chapters* 1; *FTA Members* 64; *NEA Life Members* 17

PUERTO RICO

Achievements 1921-1948

MEMBERSHIP in the Puerto Rico Teachers Association increased from less than 1000 in 1921 to over 8000 out of the 9000 teachers in the public schools. In the same period the assets grew from \$1500 to \$324,402, which is a very conservative estimate.

In 1926 the president of the association was made a fulltime officer. In 1928 the pension law was amended. In 1945 another law was enacted providing equal contributions on the part of the government and the teachers. A certification law was enacted in 1931 and improved by new legislation in 1945.

The association owns its headquarters and property consisting of 19 acres seven miles from the capital city. Due to the growing complexity of the organization, expansion of the building has been necessary as well as a substantial increase in office personnel.

In 1934 laws were enacted to make loans for the purchase of homes. Over 1000 teachers have acquired homes thru this legislation.

A bureau of statistics was established with the purpose of doing research work in education. A division of exchange of publications was also established and more than 500 copies of the professional publication are sent to the United States and foreign countries regularly.

A tenure law was passed in 1938. In 1943 salaries were increased. In 1944 a law was enacted to fix a salary scale. It included a substantial increase in salaries. In 1941 a year of 12 school months with pay, for teachers was established.

In 1947 a new law initiated by the association establishing a better salary scale for teachers was approved by the legislature with an additional appropriation amounting to \$2,500,000.

The dues of the association were increased to \$2.50 per month in 1944. The payment of \$30 per year covers regular expenses plus insurance, medical and hospitalization service, subscription to the professional magazine, sick-aid benefits, and other services.

Future Program

Membership campaigns will be made to enrol all teachers.

The establishment of a teachers center will be attempted. It is to comprise headquarters, a modern hospital with capacity for 100 beds, a dormitory for students who come to the university and whose parents are teachers, and a theater.

The campaign to establish a sound linguistic policy in the public schools will be continued affording cooperation with the new commissioner of education. This means the use of the vernacular as the medium of instruction, teaching English intensively and effectively as a second language.

Affiliated State Associations

RHODE ISLAND

Area: 1214 sq. mi. *Pop.* [1947]: 761,000. *Counties:* 5. *Towns 2500 or over:* 19
Largest cities 1940: Providence 253,504; Pawtucket 75,797; Woonsocket 49,303
Capital: Providence. *State Director of Education:* MICHAEL F. WALSH
NEA State Director: MARIE R. HOWARD, prin., Carpenter St. School, Providence
State PTA President: MRS. WILLIAM R. HARTLAND, 39 Case Ave., Cranston 10

Rhode Island Institute of Instruction

Organized: January 28, 1845; annual dues, \$1

President: MICHAEL F. WALSH

Vicepresidents: WILLIAM P. ROBINSON, JR., East Providence; EDMUND J. FARRELL, Pawtucket; MARIE L. PAQUIN, Warren; PATRICK F. CARROLL, Newport; FRANCIS MULLIN, West Warwick.

Secretary: KATHERINE M. SMITH, 13 Geldard St., Valley Falls

Assistant Secretary: MARGARET O'CONNELL, Newport

Treasurer: LAWRENCE E. BLISS, Cranston

Official Organ: Quarterly Journal. *Editor:* MARIE R. HOWARD. *Business Manager:* LAWRENCE E. BLISS. *Art Editor:* PETER DOLEY. *Photographic Editor:* JOHN G. READ. *Advertising Manager:* GERTRUDE M. PADIEN

Status of Teachers, Principals, Supervisors: Number 1947-48: 4000. Estimated average salary 1947-48, as reported by state association: \$2400. Minimum salary law since 1909; present minimum \$1800. Statewide pension plan to which teachers do not contribute. Statewide tenure law since 1946.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
RIII	4346	4200	3884	3803	3991	4010			
NEA	276	623	385	320	274	283	1526	2769	4010

Victory Action Program: No action taken.

1948: *Affiliates* 4; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 14

100% *Honor Roll* 1948: *Counties* 0; *Cities* 1; *Schools* 8; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Providence: LUCIUS A. WHIPPLE 323

RHODE ISLAND

Achievements 1921-1948

THE Rhode Island Institute of Instruction was established in 1845 and has published a magazine since that date, *The Quarterly Journal*.

The achievements of the Institute include abolition of school districts, a plan for certification of teachers, increase in teachers pensions, state aid for schools, and increased qualifications required for admittance to the Rhode Island College of Education.

In 1922 the General Assembly enacted a general education law containing provisions vastly significant for the improvement of public schools. This law increased the amount of the permanent school fund; prevented violation or neglect of the law on the part of any school officer or school committee; required private schools to keep the same records as public schools; provided for surveys of public schools in any town by the state board of education; introduced a uniform system of accounting; required enforcement of attendance at schools; abolished unfair practices in the public

schools; and abolition of secret societies in the schools.

The outstanding legislative achievement during 1947 was the securing from the state legislature the passage of the law granting to each fulltime teacher employed in the public schools of Rhode Island a \$600 salary grant from state funds. This increase per year to each teacher is estimated at a cost of \$2,300,000 to the state.

At the last session of the legislature a state retirement bill was passed. The plan, which becomes effective July 1, 1949, gives 60% of the average salary of five highest consecutive years of service after 36 years of service and 60 years of age. Teachers' contribution will be 5%.

A second bill was passed which will give all teachers a noncontributory pension of \$1000.

A revision of the bylaws of the Institute was adopted in 1940. The most far-reaching change effected by this was the establishment of the delegate assembly which now meets annually.

Future Program

The Institute endorsed another state aid bill in the 1947 session of the General Assembly for \$1,250,000 for increased salaries for nonprofessional employees and for additional aid for purchasing supplies and equipment. However, this bill was not passed but increased support of it will be sought.

The theme of the October meeting is *Education for a Better Rhode Island*. Problems of welfare, conservation, economics, industry, and labor as they are affected by education in the state will be discussed. The proposal of a fulltime executive secretary will be voted upon by the delegate assembly.

Affiliated State Associations

SOUTH CAROLINA

Area: 31,055 sq. mi. *Pop.* [1947]: 1,918,000. *Counties:* 46. *Towns 2500 or over:* 50
Largest cities 1940: Charleston 71,275; Columbia 62,396; Greenville 34,734; Spartan-
burg 32,249; Anderson 19,424; Florence 16,054; Sumter 15,874; Rock Hill 15,009
Capital: Columbia. *State Superintendent of Education:* JESSE T. ANDERSON
NEA State Director: S. DAVID STONEY, prin., M. Rutledge Rivers HS, Charleston 26
State PTA President: MRS. HOWARD R. JACOBS, 549 Huger St., Charleston

South Carolina Education Association, 1510 Gervais Street, Columbia 5

Organized: July 12, 1850, Columbia

Annual Meeting, Council of Delegates: Determined by executive committee; annual dues, \$7

District Organization: State is divided into six congressional districts

President: MRS. RUTH THOMAS, Walterboro

Secretary-Treasurer: J. P. COATES [since September 1, 1925]

Assistant to the secretary: MRS. WILLIAM D. FULTON

Field worker: DOROTHY WRIGHT

Official Organ: South Carolina Education News. *Editor:* J. P. COATES

Status of Teachers, Principals, Supervisors: Numbers 1947-48: 15,700. Estimated average salary 1947-48: \$1550. State-aid salary law since 1909; present minimum: lowest certificate range of \$522-\$801; B.A. degree range of \$954-\$1296. Statewide continuing contract law since 1937. Statewide joint-contributory teacher retirement law since 1945.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
SCEA	9521	9359	8504	7408	8156	9030			
NEA	2922	3549	4164	3303	4149	5451	6644	7837	9030

Victory Action Program: Adopted in principle by Council of Delegates November 30, 1946.

1948: *Affiliates* 29; *FTA Chapters* 1; *FTA Members* 35; *NEA Life Members* 42

100% *Honor Roll* 1948: *Counties* 1; *Cities* 45; *Schools* 333; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Charleston: S. DAVID STONEY 315 WILLIAM C. OVERTON 309
Columbia: A. C. FLORA 271, 272, 292 *Rock Hill:* RUTH M. WILLIAMS 313

SOUTH CAROLINA

Achievements 1921-1948

SOUTH CAROLINA EDUCATION ASSOCIATION achievements since 1921 are sizeable. A fulltime executive secretary was employed in 1924.

Since then many new developments have taken place. They include a headquarters building, journal for all members, placement bureau, classroom-teacher department, teacher representatives on the executive committee, public relations, field work, legal counsel, convention exhibits, travel service, county associations, lay conferences, increased finances, teacher-library service, and a monthly newspaper sent to 9000 laymen.

State aid for public schools increased from \$3,500,000 in 1925 to \$28,000,000 in 1948. An appropriation of \$20,000 was secured from the legislature and \$10,000 from an educational foundation for a study of the school system.

The association has fought for a 12-year educational program, school lunches, and the reduction in the size of classes in overcrowded schools. The 12-year program and school lunches have been

achieved, and a school term of nine months has been adopted.

The passage of a resolution by the legislature to let the people vote on changing the state constitution to permit a retirement law to be enacted was secured and the election carried. The retirement law was passed in 1945.

Cooperation with the state board of education resulted in a new system of teacher certification in 1945. Certificates of all teachers are now based upon experience and training. State-aid salaries for teachers have increased. The maximum state aid per teacher was raised from \$800 per year in 1941-42 to \$2286 in 1947-48. The minimum state-aid salary went from \$360 to \$522.

NEA membership has increased from 57 in 1921 to 5451 in 1948. This membership achieves the 1948 goal of the Victory Action Program.

A Coordinating Educational Council founded by the SCEA and composed of 18 lay groups has been helpful in achieving progress.

Future Program

The enlarged program of the association calls for renewed effort in meeting the responsibilities of education now and in the future. The problems to be attacked include continued education for veterans, curriculum changes to meet new needs, teacher education, equal educational opportunities for minority

groups, teacher-welfare and inservice programs, and adequate salaries.

The expansion of the association as an effective instrument for educational advancement involves a careful legislative program and commission, public relations, field activities, larger staff organization, and increased funds.

Affiliated State Associations

SOUTH DAKOTA

Area: 77,047 sq. mi. *Pop.* [1947]: 564,000. *Counties:* 68. *Towns 2500 or over:* 19
Largest cities 1940: Sioux Falls 40,832; Aberdeen 17,015; Rapid City 13,844; Huron
10,843; Mitchell 10,633; Watertown 10,617; Lead 7520; Yankton 6798
Capital: Pierre (Pop. 4322). *State Supt of Public Instruction:* J. F. HINES
NEA State Dir.: J. HOWARD KRAMER, pres., Southern STC, Springfield
State PTA President: MRS. C. F. SCHMIDT, 6075 Menlo Ave., Sioux Falls

South Dakota Education Association, 200 Williams Bldg., Sioux Falls

Organized: 1884

Annual Meeting, Delegate Assembly: Fall; annual dues, \$2-5

District Organization: State is divided into four districts

President: J. HOWARD KRAMER, pres., Southern State Teachers College, Springfield

Vicepresident: G. D. HENDRICKSON, Philip

Executive Secretary: C. C. JACOBSEN

Office Secretary: EDITH DAVIES

Treasurer: DWIGHT D. MILLER, superintendent of schools, Watertown

Official Organ: South Dakota Education Association Journal. *Editor:* S. B. NISSEN

Status of Teachers, Principals, Supervisors: Number 1947-48: 7200. Estimated average salary 1947-48: \$1800. Statewide joint-contributory teacher retirement law since 1945.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
SDEA	6635	7063	6906	6530	6949	7134			
NEA	690	1038	1199	1013	2772	1451	3346	5241	7134

Victory Action Program: Adopted by Delegate Assembly November 27, 1946.

1948: *Affiliates* 27; *FTA Chapters* 2; *FTA Members* 30; *NEA Life Members* 37

100% *Honor Roll* 1948: *Counties* 2; *Cities* 15; *Schools* 122; *STC* 1

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Mitchell: LLOYD T. UECKER 310

In books lies the soul of the whole Past Time; the articulate audible voice of the Past . . . All that Mankind has done, thought, gained or been: it is lying as in magic preservation in the pages of Books.—THOMAS CARLYLE

SOUTH DAKOTA

Achievements 1921-1948

THE PAST 27 YEARS mark noteworthy progress for the South Dakota Education Association. In 1924 a fulltime executive secretary and an office staff were employed. Permanent headquarters were established the following year and publication of the official organ, *South Dakota Education Association Journal*, was commenced.

The constitution and bylaws of the association were revised in 1944. The membership has increased to the point where it includes over 90% of the teachers of the state. NEA membership has increased from 570 in 1921 to 1451 in 1948.

The schedule of dues has been revised and is based upon salaries received, which has meant some increase in total revenue from association membership dues.

The association has taken the leadership in three elections in defeating proposed amendments to the state constitution affecting permanent school funds.

All of the legislative objectives were realized in the 1947 session. The legislature has cooperated with the educational interests of the state to enact the

following essential measures: [1] a \$3,-000,000 appropriation for general school aid; [2] an increase in mill levy limits for independent and independent-consolidated districts; [3] liberalized transportation allowances; [4] a plan of high-school tuition payment based on a county levy; [5] permissive legislation enabling school districts to establish reserves for building purposes; [6] adequate appropriations for the continuance of the teacher-retirement system; [7] a reasonable appropriation for the aid of distressed school districts.

For the past two years the SDEA has issued a "Recommended Salary Schedule for all South Dakota Teachers" based on the recommended salary schedule of the NEA.

As a teacher recruitment project the state association, in cooperation with colleges and universities, issued a brochure, *Teaching Is an Important Job*, for highschool seniors. There has been a marked increase in number of FTA clubs.

The SDEA has also been instrumental in the organization of the Committee for Education in South Dakota.

Future Program

The association's five commissions represent in general the objectives toward which the association will direct its efforts in the years ahead. They consist of educational policies, professional interests, teacher welfare, research activities,

and a strong, progressive legislative program.

These commissions are scheduled to meet regularly. At the present time they are preparing the legislative objectives for the 1949 session of the legislature.

Affiliated State Associations

TENNESSEE

Area: 42,246 sq. mi. *Pop.* [1947]: 3,079,000. *Counties:* 95. *Towns 2500 or over:* 58
Largest cities 1940: Memphis 292,942; Nashville 167,402; Chattanooga 128,163
Capital: Nashville. *State Commissioner of Education:* BURGIN E. DOSSETT
NEA State Director: WILSON NEW, prin., Stair Technical Highschool, Knoxville
State PTA President: MRS. W. M. MC CALLUM, 129 Third St., Henderson

Tennessee Education Association, 321 7th Ave. N., Nashville 4

Organized: July 21, 1865, Knoxville

Annual Meeting of Representative Assembly: Fri. and Sat. after first Mon. in Jan.;
 annual dues, \$4

District Organization: The state is divided into ten districts

President: ELIZABETH MC CAIN, Box 451, Memphis

Executive Secretary-Treasurer: A. D. HOLT [since 1937]

Assistant Secretary: F. E. BASS

Director of Publications: MARY H. CRAWLEY

Official Organ: The Tennessee Teacher. *Editor-in-Chief:* A. D. HOLT

Status of Teachers, Principals, Supervisors: Number 1947-48: 20,350. Estimated
 average salary 1947-48: \$1785. Minimum salary law since 1925; present minimum:
 lowest certificate, \$1035; B.A. degree, \$1530. Statewide continuing contract law
 since 1943. Statewide joint-contributory teacher retirement law since 1945. Manda-
 tory nine-month term.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
TEA	17368	17008	17473	17659	18400	19312			
NEA	2199	6319	8253	8212	12343	16227	17256	18285	19312

Victory Action Program: Approved by Administrative Council October 1946.

1948: *Affiliates* 66; *FTA Chapters* 8; *FTA Members* 377; *NEA Life Members* 59

100% *Honor Roll* 1948: *Counties* 59; *Cities* 29; *Schools* 1940; *STC* 1

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Nashville:</i> FRANK E. BASS.....	294	HANOR A. WEBB.....	352
NORMAN FROST	353	<i>Arlington:</i> MRS. L. W. HUGHES...	314
ANDREW D. HOLT.....	271, 310		

TENNESSEE

Achievements 1921-1948

DURING the past quarter of a century the Tennessee Education Association has grown from less than 1000 to 19,312 members. The association was reorganized in 1933. A fulltime executive secretary was employed at that time. Since then the central staff has been expanded to include an assistant secretary in charge of field service, a director of publications, an office secretary, and two stenographers. A permanent home has been purchased recently by the association in which to house its central office.

Prior to its reorganization the TEA had helped to secure much legislation favorable to the cause of education.

After 1933 and prior to the legislative session of 1947 the association spearheaded a series of campaigns which resulted in the increase of total school expenditures in the state from \$17,600,000 in 1932-33 to over \$34,750,000 in 1944-45; the lengthening of the terms of county school superintendents from two to four years; the provision of a continuing-contract plan for teachers; the installation of

a state teacher-retirement system; and the improvement of certification standards.

In 1946 the association conducted the most vigorous campaign in its history. The success of the campaign is evidenced in the progressive school legislation enacted by the 1947 General Assembly which provided among other things: [1] a salary increase for all teachers ranging from \$300 to \$833 annually; [2] a nine months' term for all public schools in the state; [3] sick-leave pay for teachers; [4] substantially increased state appropriations for transportation, supervision, health education, vocational education, and higher education; [5] an increase of over \$25,000,000 in total annual state-school appropriations.

Since 1921 NEA membership in the state has increased from 421 to 16,227 in 1947-48. This represents an outstanding increase in the past year as the total NEA membership on May 31, 1947 was 12,343. The 1948 Victory Action Program goal has already been achieved and exceeded by 2369 members.

Future Program

The TEA has adopted the NEA Victory Action Program and plans to put unified dues into operation this fall.

Efforts will be directed toward strengthening local associations and a program of teacher recruitment.

Current legislative program provides: [1] Continuation of the 2% retail sales

tax for school purposes; [2] a \$2000 minimum salary for qualified teachers; [3] Continued state support for buildings and transportation; [4] Adequate support for higher education; [5] Provision for expanding needs due to increased attendance, improved training of teachers, etc.

Affiliated State Associations

TEXAS

Area: 267,339 sq. mi. *Pop.* [1947]: 7,118,000. *Counties:* 254. *Towns 2500 or over:* 196

Largest cities 1940: Houston 384,514; Dallas 294,734; San Antonio 253,854

Capital: Austin. *State Superintendent of Public Instruction:* L. A. WOODS

NEA State Dir: MRS. VIRGINIA LEE LINK, Sul Ross State Teachers College, Alpine

State PTA President: MRS. J. H. MOORE, Deport

Texas State Teachers Association, 410 East Weatherford Street, Fort Worth 3

Organized: 1880

Annual Meeting of House of Delegates: November 1947, Houston; annual dues, \$5

District Organization: Eleven districts, each with three members on the exec. comm.

President: EMMA MAE BROTZEL, 515 W. Burleson, Marshall

Secretary-Treasurer: B. B. COBB [since Feb. 15, 1935]

Director of Public Relations: CHARLES H. TENNYSON, 624 Littlefield Bldg., Austin

Field Worker: ELIZABETH KOCH, 1110 S. Alamo, San Antonio 4

Official Organ: The Texas Outlook; *Editor and business manager:* B. B. COBB. *Managing Editor:* MRS. RUTH JOHNSON

Status of Teachers, Principals, Supervisors: Number 1947-48: 46,000. Estimated average salary 1947-48: \$2700. Minimum salary law since 1945; present minimum for lowest certificate, \$1332; for B.A. degree, \$2007. Statewide joint-contributory teacher retirement law since 1937.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
TSTA	24326	27000	33710	35638	38858	40572			
NEA	4330	6214	8516	9087	10898	13697	22656	31615	40572

Victory Action Program: Approved in principle.

1948: *Affiliates* 72; *FTA Chapters* 13; *FTA Members* 543; *NEA Life Members* 338

100% *Honor Roll* 1948: *Counties* 1; *Cities* 24; *Schools* 317; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Amarillo:</i> R. B. NORMAN	298	<i>Fort Worth:</i> MARIE EPPLER	351
<i>Austin:</i> SARAH GASKILL	309	<i>Galveston:</i> GRETA OPPE	352
DOROTHY GEBAUER	344	<i>Houston:</i> EUGENE HUGHES	357
ARCHIE JONES	341	<i>Lubbock:</i> JACOB HANER MILLIKIN	319
<i>Dallas:</i> MARION FLAGG	341	<i>San Marcos:</i> J. G. FLOWERS	323
<i>Denton:</i> THOMAS E. PIERCE	334	<i>Waco:</i> IRBY B. CARRUTH	325
DOROTHY SWOPE	340	WAURINE WALKER	300

TEXAS

Achievements 1921-1948

IMPROVEMENT in school legislation and professional organization has been made in Texas during the past 27 years. Per capita apportionment increased from \$8.50 to \$55; the state equalization fund from \$1,500,000 to \$18,000,000 per year. Independent school districts were authorized to raise local-maintenance tax levies from maximums of \$1 to \$1.50 on the \$100 valuation.

A survey of the state's educational system in 1923 resulted in lengthening the terms of school trustees.

Passage of the minimum salary and per capita laws by an almost unanimous vote in both houses of the legislature marks another milestone in the educational progress of Texas. Amendments were also passed to the teacher-retirement law permitting larger retirement benefits.

The legislative success thus far attained is due to the diligence of friends of education in the legislature in promoting school measures, vigorous efforts of lay groups and the press to keep the welfare of Texas boys and girls constantly before the public, and the unity

of action shown by members of the teaching profession. Results of united purpose and action are being proved. The values of organization are being realized and demonstrated.

The annual membership dues were increased to \$5 in 1947. This gives the organization sufficient funds with which to carry on a more vigorous education campaign. In 1930 the headquarters office building was erected at a cost of \$60,000.

In 1938 the association was reorganized on a federated plan. It consists of affiliated local and district units with a house of delegates.

The department of public relations was organized in 1941. It has strengthened cooperation between public officials and the association and has rendered valuable assistance in bringing the legislative program to fruition.

Four standing committees were reorganized in 1942 to include organizational affairs, educational finance, teacher welfare, and improvement of school services.

Future Program

Future plans involve a thoro study of a program for financing education in Texas, a study of the needs of the state department of education and of the system of administration, the certification of teachers, and a tenure law.

Improvement in the service of the

association by reestablishing the department of research and increasing field service is being planned. It is hoped that this will result in increased memberships in the Texas State Teachers Association and in the National Education Association.

Affiliated State Associations

UTAH

Area: 84,916 sq. mi. *Pop.* [1947]: 637,000. *Counties:* 29. *Towns 2500 or over:* 25
Largest cities 1940: Salt Lake City 149,934; Ogden 43,688; Provo 18,071
Capital: Salt Lake City. *State Supt of Public Instruction:* E. ALLEN BATEMAN
NEA State Dir: JAMES E. HASLAM, 440 E. 1 South, Salt Lake City
State PTA President: MRS. CHARLES L. WALKER, 1470 Arlington Drive, Salt Lake City

Utah Education Association, 316 Beneficial Life Bldg., Salt Lake City

Organized: 1892-93

Annual Meeting: Second week October, Salt Lake City; annual dues \$10

District Organization: 40 school districts

President: MAUD R. HARDMAN, supervisor, art education, Salt Lake City Schools

Secretary-Treasurer: ALLAN M. WEST [since Sept. 16, 1946]

Official Organ: The Utah Educational Review. *Editor and Bus. Mgr.:* ALLAN M. WEST;

Editorial assistant: BERNELL WINN

Status of Teachers, Principals, Supervisors: Number 1947-48: 4950. Estimated average salary 1947-48: \$2900. Statewide joint-contributory teacher retirement law since 1937.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
UEA	4709	4831	4802	5024	5215	5345			
NEA	3563	4112	4411	4616	4757	5035	5139	5243	5345

Victory Action Program: Adopted by House of Delegates October 22, 1946.

1948: *Affiliates* 40; *FTA Chapters* 2; *FTA Members* 80; *NEA Life Members* 48

100% *Honor Roll* 1948: *Counties* 31; *Cities* 5; *Schools* 347; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Salt Lake City:</i> ALICE O. BRONSON	321	J. EASTON PARRATT	294
RAY L. LILLYWHITE	302	<i>St. George:</i> GLENN E. SNOW	271, 296
BERNICE MOSS	312		

THE WHOLE PEOPLE *must take upon themselves the education of the whole people and be willing to bear the expense of it.*—JOHN ADAMS

UTAH

Achievements 1921-1948

THE PAST 27 years have witnessed many accomplishments along the lines of administration, legislation, professional activities, and teacher welfare.

A headquarters office was established, a fulltime executive secretary employed, and the *Utah Educational Review* adopted as the official magazine in 1924. A director of research was added in 1937. Legal service was made available to local associations in 1943.

Membership increased from 3095 \$1.25 enrolments in 1920 to 5342 \$10 enrolments in 1948. Dues for 1948-49 are \$10.

The educational forces were organized to obtain the passage of major school legislation. By vote of the people the state constitution was amended in November 1946 and the 1947 legislature imple-

mented the amendments with a new school-finance law which guarantees a uniform minimum-school program costing \$3300 per classroom unit from state funds.

A state teacher-retirement system was established providing annuities varying from \$30 to \$100 per month with the state sharing the cost on a 50-50 basis.

A law requiring all boards of education to adopt and comply with a salary schedule was enacted.

Professional activities were highlighted by annual conventions. A professional-relations committee is active and an official code of ethics was adopted. Annual institutes of professional relations are held in cooperation with the NEA and the higher institutions.

Future Program

Further equalization of educational opportunity and the improvement of schools thru legislation will be promoted. To secure moral and financial support for schools will be a continuing obligation.

A stronger and more effective organization will be sought to the end that the welfare of schools and teachers may be advanced. One of the first aims is to secure combined local, state, and national committees with unified professional dues and active, democratic local associations. Annual professional leadership schools are planned.

Efforts will be made to increase the

efficiency of instruction by reasonable class size and equitable distribution of the teaching load. Wellprepared and competent teachers with professional salaries and adequate security will be immediately sought. Sabbatical and sick leave and retirement and disability benefits will be on the agenda.

Capable candidates will be encouraged to qualify for the responsibilities of public office. Informative public-relations bulletins for laymen, members, and professional leaders will be published. Plans are taking shape for the future purchase of a Utah Education Association building.

Affiliated State Associations

VERMONT

Area: 9609 sq. mi. *Pop.* [1947]: 364,000. *Counties:* 14. *Towns 2500 or over:* 14
Largest cities 1940: Burlington 27,686; Rutland 17,082; Barre 10,909; Brattleboro
9622; St. Albans 8037; Bennington 7628; St. Johnsbury 7437; Winooski 6036
Capital: Montpelier. *State Commissioner of Education:* RALPH E. NOBLE
NEA State Director: JOSEPH A. WIGGIN, prin., Highschool, Brattleboro
State PTA President: MRS. RALPH FIFIELD, Thetford Center

Vermont Education Association, Burlington

Organized: October 16, 1850.

Annual Meeting of Representative Assembly: Burlington, October; annual dues, \$2-3

President: FRANK W. MAYO, prin., Spaulding Highschool, Barre

Executive Secretary: FRANCES CORCORAN, North Bennington

Official Organ: Vermont School Journal. *Editorial Committee:* JOHN C. HUDEN,
Castleton; LYMAN C. HUNT, Burlington; GUY W. POWERS, Brattleboro. *Bus. Mgr.:*
GUY W. POWERS, Brattleboro.

Status of Teachers, Principals, Supervisors: Number 1947-48: 2800. Estimated average salary 1947-48, as reported by state association: \$2050. Minimum salary law since 1915; present minimum with lowest certificate, \$1500; with B.A. degree, \$1800. Statewide joint-contributory teacher retirement law since 1919.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
VEA	2223	2550	2674	2539	2500	2480	1949	1950	1951
NEA	535	624	1041	907	911	1178	1612	2046	2480

Victory Action Program: Approved in principle.

1948: *Affiliates* 10; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 37

100% *Honor Roll* 1948: *Counties* 0; *Cities* 10; *Schools* 77; *STC* 0

AN ACCEPTABLE CODE of ethics must be a living, growing statement of professional conduct standards, subject to continuous evaluation and revision in the light of experience. Hence in its development, as well as in its application, the local teachers association should play a vital role.—
NEA, ETHICS FOR TEACHERS.

VERMONT

Achievements 1921-1948

EFFORTS of the Vermont Education Association to secure improved legislation along educational lines bore fruit in the 1947 session of the General Assembly. The largest amount of new funds appropriated at the session went to education. The total educational appropriation for the 1948-49 biennium is \$7,416,515.

An \$1800 minimum wage for all teachers who have completed the entire approved four-year teacher-preparation course was established. A minimum wage of \$1500 for teachers with minimum educational requirements was also established with a \$1600 minimum for teachers completing two years of the approved course.

State aid was increased to alleviate any hardships caused to individual towns by the new salary law. This will cost an additional \$1,649,741 for the biennium.

Teachers colleges are to replace the old normal schools and provision has been made for such colleges to offer the junior highschool course in addition to the elementary course. Additional scholarships for students attending the teachers colleges were made, such scholarships providing assistance in the cost of board and room as there is no charge for tuition for Vermont students.

The VEA took a very active part in connection with the new retirement system. The increased cost of the system to the state will be \$370,000 a year or \$740,000 for the biennium.

A sum of \$10,000 was appropriated annually to the state board of education for the purpose of improving health and physical education and \$5000 was appropriated for visual education films and instructional help to the schools.

Future Program

It is recognized that the existing basis upon which state aid for education is allocated among the towns of the state is in need of reexamination and analysis in order that state-aid funds may be more equitably distributed. The governor has been authorized to appoint a commission of five to study the situations of the various towns in relation to state aid for education, to analyze the existing basis on which such state aid is granted, and report its findings to the membership of the General Assembly of 1949

on or before November 15, 1948, together with such recommendations for legislation as will, in the opinion of the commission, best serve the interests of the people of the state. The members of the commission will serve without compensation but will be reimbursed for reasonable expenses. The commission is authorized to engage such expert and clerical assistance and to incur such expense for public hearings as becomes necessary. A sum not exceeding \$5000 was appropriated for the use of the commission.

Affiliated State Associations

VIRGINIA

Area: 40,815 sq. mi. *Pop.* [1947]: 3,019,000. *Counties:* 100; *Towns 2500 or over:* 53
Largest cities 1940: Richmond 193,042; Norfolk 144,332; Roanoke 69,287

Capital: Richmond. *State Supt of Public Instruction:* G. TYLER MILLER

NEA State Director: MRS. ELEANOR P. ROWLETT, 4828 W. Seminary Ave., Richmond

State PTA President: GEORGE B. ZEHMER, Box 1487, University Station, Charlottesville

Virginia Education Association, 401 North Ninth Street, Richmond 19

Organized: December 29, 1863, Petersburg. Revived July 1891. August 1898, Co-operative Teachers League. 1905, Virginia Teachers Association

Annual Meeting, Delegate Assembly: October, Richmond; annual dues \$3

District Organization: The state is divided into 13 districts, each represented by a member on the Board of Directors

President: Z. T. KYLE, state department of education, Richmond

Executive Secretary: ROBERT F. WILLIAMS [since Aug. 15, 1946]

Director of Field Service: KATHERINE HOYLE

Assistant Executive Secretary: T. PRESTON TURNER

Treasurer: J. IRVING BROOKS, principal, highschool, Highland Springs

Official Organ: Virginia Journal of Education. *Editor:* ROBERT F. WILLIAMS

Status of Teachers, Principals, Supervisors: Number 1947-48: 19,600. Estimated average salary 1947-48: \$2050. Special session in 1945 passed a law authorizing continuing contracts to be acted upon by state department. No action to date. State-wide joint-contributory teacher retirement law since 1942.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
VEA	14116	14398	14374	14479	15121	15945			
NEA	5229	7345	8802	9266	10584	12137	13407	14677	15945

Victory Action Program: Adopted in principle September 1946.

1948: *Affiliates* 78; *FTA Chapters* 7; *FTA Members* 223; *NEA Life Members* 114

100% *Honor Roll* 1948: *Counties* 52; *Cities* 14; *Schools* 956; *STC* 0

NEA and Department Officers and Committee Members

<i>Farmville:</i> DABNEY S. LANCASTER ...	323	<i>Roanoke:</i> MARY DE LONG	271
<i>Norfolk:</i> LUCY MASON HOLT....	351	<i>Richmond:</i> SARA JOYNER ...	343
W. A. EARLY	353	MRS. ELEANOR P. ROWLETT .	274, 315
K. A. SCHNEIDER	319	ROBERT WILLIAMS	304
<i>Petersburg:</i> WALTER N. RIDLEY . . .	313		

VIRGINIA

Achievements 1921-1948

A SUMMARY of the achievements of the Virginia Education Association during the past 26 years begins with the employment of the first fulltime executive secretary and editor in 1921. The association now comprises 136 local units in 13 district associations. There are 15,945 members, practically 100% of those eligible. The official organ of the association is the *Virginia Journal of Education*. In 1932 the association moved into its own headquarters building and in 1942 purchased additional property as a site for a new building. Plans for erection of this new building are well-advanced.

Two outstanding specific achievements in welfare work are a cottage at Catawba Sanatorium completed in 1921, and the Preventorium at the University of Virginia hospital built by the association and opened in 1929 for hospital service to members at nominal cost.

Perhaps the greatest single achievement in educational legislation was the enactment of an actuarially sound retirement law replacing an unsound pension system. This was accomplished almost entirely as the result of continuous and consistent effort on the part of the asso-

ciation involving elaborate research, employment of experts, and long-continued publicity and legislative effort.

Nearly 76% of the members of the VEA are also NEA members. The 1948 membership goal of the Victory Action Program has been achieved.

Extensive research studies have been made including an analysis of the teacher-shortage situation, teacher-training institutions, enrolment trends, salary schedules, and an analysis of the ability of cities and counties to support education relative to their effort.

An important 1947 legislative achievement was the calling of a special session of the Virginia legislature on January 6 as a result of a direct request from the Virginia Education Association. During this special session \$7,855,000 was appropriated for public education for the biennium 1946-48, \$7,130,000 of which was appropriated for teachers salaries. Also at the special session one thousand \$300 scholarships were set up for college juniors and seniors preparing to become teachers and three hundred \$100 scholarships were set up for emergency teachers who might be interested in becoming regularly certificated.

Future Program

The next session of the legislature, special or regular, will have on its calendar, under the heading of unfinished business, the problem of public educa-

tion. VEA's objective will be to continually improve the quality of the teaching provided the boys and girls of Virginia.

Affiliated State Associations

WASHINGTON

Area: 68,192 sq. mi. **Pop.** [1947]: 2,233,000. **Counties:** 39. **Towns 2500 or over:** 40
Largest cities 1947 [E.]: Seattle 470,000; Spokane 147,000; Tacoma 136,000
Capital: Olympia. **State Supt of Public Instruction:** PEARL A. WANAMAKER
State Dir: GRACE C. CAMPBELL, classroom teacher, 627 E. 9th Ave., Spokane 10
State PTA President: MRS. GEORGE M. CRAMPTON, N. 4118 Monroe St., Spokane 12

Washington Education Association
 Third Floor, 814 Second Avenue Building, Seattle 4

Organized: April 3, 1899

Annual Meeting, Representative Assembly: Alternates among fifteen cities, with even year in Seattle; always two days following Thanksgiving; annual dues, \$9.50

District Meetings: 12 district meetings are held yearly

President: JOHN RUTHERFORD, Route 4, Hyland Ave., Wenatchee

Executive Secretary: JOE A. CHANDLER, Seattle [since July 1, 1940]

Assoc Secy and Treas.: VERN B. ARCHER, Seattle

Official Organ: Washington Education Journal. **Editor:** ALBERT GERRITZ

Status of Teachers, Principals, Supervisors: Number 1947-48: 14,536. Estimated average salary 1947-48: \$3250. \$2400 minimum salary law, 1947. Statewide continuing contract law since 1943. Statewide joint-contributory teacher retirement law since 1937; greatly liberalized law in 1947.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
WNEA	10300	11089	11750	11756	12279	13100			
NEA	4345	6532	8775	11010	11624	12405	12637	12869	13100

Pilgrimage Action Program: Adopted. Unified dues in effect.

1944-45 **Affiliates** 74; **FTA Chapters** 3; **FTA Members** 109; **NEA Life Members** 216

10000 **Honor Roll 1948:** **Counties** 8; **Cities** 48; **Schools** 250; **STC** 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Centralia: ADA WING	311	Seattle: DOROTHEA JACKSON	339
Ellensburg: WAYNE S. HERTZ	341	Spokane: GRACE CAMPBELL	307
Robert E. Mc Connell	323, 336	Vancouver: WALLACE H. HANNAH . .	341
Olympia: TILLMAN PETERSON	353		

WASHINGTON

Achievements 1921-1948

NOTABLE PROGRESS was made by the Washington Education Association during the past quarter of a century.

Certificate standards were raised from nine weeks to four years above highschool for elementary teachers and from college graduation to five years above highschool for secondary teachers.

Great headway was made in district organization. The number of school districts was reduced from 2440 to 650. State and county superintendents were made nonpartisan.

Retirement benefits were secured thru a joint-contributory pension and endowment plan on actuarial basis. The teachers security in position was protected by continuing-contract law and employment code and calendar. Sick-leave provisions without statutory requirement prevail in over two-thirds of the districts.

The 1947 state legislature enacted a teachers-retirement bill which: [1] allows retirement after 30 years of service or 60 years of age; [2] provides a \$100 per month pension if both provisions are met; [3] establishes minimum disability of \$60 per month; [4] covers teachers already retired. The legislature increased biennial current school support by \$33,000,000, established a \$2400 minimum salary for fully certified employes, and appropriated \$20,000,000 for state school building aid.

Greater emphasis is being placed on a cooperative program with the lay-public thru the United School Forces. Bulletins on federal aid, school legislation, and special millage elections have been released. Contacts are being made with legislators and public officials on growing school needs. Regional taxation and finance conferences have been held.

Future Program

The future program includes improvements in property-tax administration particularly in assessments of property, additional tenure protection, reorganization of control and administration on state and county levels, improvement in salaries and teacher welfare, extension of unified membership, expansion of association services, and promotion of a vigorous program of child development.

The WEA Reorganization Plan will add a research director and a public relations director to the staff. There will be

an extension of additional services, such as the Teacher-Position Listing Service. The new WEA board represents six geographical areas, with definite field service responsibility to each area. Unit lines are being redrawn in order that stronger, more effective local organizations may be formed.

Legislative measures and constitutional amendments, giving increased stability to school support, will be promoted vigorously at the next session of the legislature.

Affiliated State Associations

WEST VIRGINIA

Area: 24,181 sq. mi. *Pop.* [1947]: 1,849,000. *Counties:* 55. *Towns 2500 or over:* 45

Largest cities 1940: Huntington 78,836; Charleston 67,914; Wheeling 61,099

Capital: Charleston. *State Superintendent of Free Schools:* W. W. TRENT

NEA State Director: JESSIE CUNNINGHAM, teacher, 19 Walnut Ave., Wheeling

State PTA President: MRS. DALE THOMAS, 111 Randolph St., Charleston

West Virginia State Education Association, 2012 Quarrier Street, Charleston 1

Organized: 1863, Fairmont

Annual Meeting Representative Assembly: May 1948; annual dues, \$5

President: GEORGE BRYSON, supt of McDowell County Schools, Welch

Executive Secretary: PHARES E. REEDER [since January 1, 1944]

Director of Public Relations: SAM M. LAMBERT

Acting Director of Professional Services: CORMA A. MOWREY

Director of Publications: CLARA LYTLE

Director of Records and Accounts: MARGARET BALDWIN

Treasurer: J. P. MC HENRY, supt, Ohio County Schools, Wheeling

Official Organ: West Virginia School Journal. *Editor:* CLARA LYTLE

Status of Teachers, Principals, Supervisors: Number 1947-48: 15,300. Estimated average salary 1947-48, as reported by state association: \$2262. Minimum salary law since 1882; present minimum with lowest certificate, \$1305; with B.A. degree, \$1800. Statewide continuing contract law since 1939. Statewide joint-contributory teacher retirement law since 1941.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
WVSEA	12863	13213	13050	12237	13112	14505			
NEA	3075	6629	7253	7145	10620	13536	13859	14182	14505

Victory Action Program: Approved in principle

1948: *Affiliated* 62; *FTA Chapters* 10; *FTA Members* 340; *NEA Life Members* 83

100% *Honor Roll* 1948: *Counties* 25; *Cities* 0; *Schools* 172; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Charleston:</i> MARY L. WILLIAMS	313	GEORGE M. LYON	312
<i>Clarksburg:</i> CORMA A. MOWREY . .	272	MARY E. TITUS	315, 332
<i>Fairmont:</i> W. E. BUCKEY	347	<i>Institute:</i> JOHN W. DAVIS	296
J. J. STRAIGHT	353	<i>Martinsburg:</i> M. R. DODD	310
<i>Huntington:</i> MAE NEWMAN	292		

WEST VIRGINIA

Achievements 1921-1948

THIS REPORT of educational achievements in West Virginia reflects the organized efforts of educators working thru their professional associations, administrative agencies, and lay groups. Since 1921 marked progress has been made in the field of teacher welfare. At that time teachers earned an average annual salary of \$794. The salary schedule enacted by the 1947 legislature will provide an average annual income of \$2262. Retirement and tenure have become a reality.

In 1921 no school buses were provided for children. Today 130,000 pupils are transported by an adequate bus system. The school term has been extended from 142 days a year to 180. School libraries

have been greatly increased with 2,389,452 volumes added.

Twenty-six years ago current expenditures for education totalled \$12,794,852. The 1947 legislative action will extend current expenditures to \$47,000,000, of which \$35,000,000 will come from the state. This represents a 66% increase in state aid.

Marked progress is shown in professional association growth. State association membership has increased 156% since 1921. The 1948 membership goal of the Victory Action Program has been achieved. Of the 52 counties adopting unified dues, 25 have 100% enrolment and 11 others, 90%.

Future Program

The conservation and development of human resources has been chosen as the theme for the West Virginia program of educational advancement. Beginning with the fourth annual summer work-conference the association will attack the problem of human erosion by working for [1] an extension of compulsory school age—goal 6-18 inclusive, [2] a 95% enrolment of school-age children, [3] an adjustment of the program of education to the needs of the pupils, [4] a \$50,000,000 school-building construction program.

In the field of teacher welfare and professional improvement the following goals have been set: [1] a minimum public-school salary of \$2400; [2] salaries for

college teachers equal to training and experience; [3] cumulative sabbatical and sick leave; [4] long-range program of teacher selection and training; [5] minimum qualifications: Ph.D. degree for college and university professors, M.A. degree for fulltime instructors, M.A. degree for county superintendents and assistants, M.A. degree for secondary-school principals, college degree for elementary-school principals, three years' college training for all newly employed elementary teachers; [6] an NEA and state association membership of 14,000.

The association will continue to support an effective program of industrial and occupational education.

Affiliated State Associations

WISCONSIN

Area: 56,154 sq. mi. *Pop.* [1947]: 3,283,000. *Counties:* 71. *Towns 2500 or over:* 103

Largest cities 1940: Milwaukee 587,472; Madison 67,447; Racine 67,195

Capital: Madison. *State Superintendent of Public Instruction:* JOHN CALLAHAN

NEA State Director: S. R. SLADE, 1501 Wisconsin Street, Wausau

State PTA President: A. W. ZELMER, 1010 Elm St., Wisconsin Rapids

Wisconsin Education Association, 404 Insurance Building, Madison 3

Organized: July 12, 1853

Annual Meeting: First week of November, Milwaukee; annual dues, \$2

District Organization: 6 members of executive committee elected upon a district basis

President: G. W. BANNERMAN, supt of schools, Wausau

Executive Secretary: O. H. PLENZKE [since December 1, 1933]

Field Consultant: H. C. WEINLICK; *Director of Research:* VICTOR O. HORNBOSTEL

Treasurer: P. M. VINCENT, Stevens Point

Official Organ: Wisconsin Journal of Education. *Editor:* O. H. PLENZKE

Assistant Editor and Advertising Manager: ROSS B. ROWEN

Status of Teachers, Principals, Supervisors: Number 1947-48: 20,200. Estimated average salary 1947-48: \$2225. Minimum salary law since 1915; present minimum, \$1000 in districts other than the first class, \$1400 in cities of first class [Milwaukee]. Tenure provided for teachers in Milwaukee, state teachers colleges, and Milwaukee County. Continuing contract law for other teachers. Statewide joint-contributory teacher retirement law since 1911, outside of Milwaukee where there is a separate system.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
WEA	20539	20670	21105	21000	21625	22125			
NEA	5897	6038	6756	6213	6770	7420	12322	17224	22125

Victory Action Program: Approved November 7, 1946.

1948: *Affiliates* 50; *FTA Chapters* 2; *FTA Members* 79; *NEA Life Members* 112

100% *Honor Roll* 1948: *Counties* 2; *Cities* 26; *Schools* 186; *STC* 2

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Kenosha:</i> J. C. CHAPEL	316	<i>CARRIE RASMUSSEN</i>	356
<i>Madison:</i> SHIRLEY COOPER	298	<i>Milwaukee:</i> JOSEPH SKORNICKA	341
RUSSELL J. HOSLER	357	MAUDE STAUDENMAYER	345
KENNETH LITTLE	336	<i>Racine:</i> HAROLD CRIPE	271
BURR W. PHILLIPS.	349		

WISCONSIN

Achievements 1921-1948

AS A RESULT of the efforts of the Wisconsin Education Association a state retirement system for teachers, laws providing minimum salaries, statewide sick leave, and continuing contracts have been achieved.

The Wisconsin Teachers Credit Union has operated for 15 years. A plan of group health, accident, and hospital insurance has been extended to all teachers in the state.

All school districts have been compelled to have at least a nine-month school term.

Compulsory attendance legislation has made it mandatory for each child to attend every school day.

Since securing a fulltime secretary and a central office staff in 1923, the association has established a program of research and public relations. A director of research and a field consultant are employed.

All counties except one have local associations. Support and promotion of these associations are given in the form

of a steady flow of information on salaries, living costs, and administrative data. Meetings of presidents of local associations are also conducted.

Committees on local associations, welfare, retirement, council in education, local associations, international relations, public relations, and defense of democracy thru education have been developed. Statewide meetings with agriculture, industry, and labor have been held. The state annual convention is one of the largest in the country.

Close cooperation with the NEA on matters of federal importance is a firm policy of the association.

A state cooperative curriculum program is maintained jointly with the University of Wisconsin and the department of public instruction.

The critical situation in the rural areas of the state is receiving the full attention of the association. Rural salaries have steadily advanced. It is hoped that much more can be done to alleviate this condition.

Future Program

The association will continue its efforts in two main areas—finance and teacher personnel problems. Action in the first area will be pointed toward securing increased state school support.

Included in teacher personnel problems

is enlistment of best highschool graduates for teacher preparation; further improvements in state teachers retirement system; expansion of WEA group insurance plan to cover all counties; and improvement of the teaching profession.

Affiliated State Associations

WYOMING

Area: 97,914 sq. mi. *Pop.* [1947]: 275,000. *Counties:* 23. *Towns 2500 or over:* 12
Largest cities 1940: Cheyenne 22,474; Casper 17,964; Laramie 10,627; Sheridan 10,529; Rock Springs 9827; Rawlins 5531

Capital: Cheyenne. *State Superintendent of Public Instruction:* EDNA B. STOLT
NEA State Director: CLYDE W. KURTZ, supt of schools, District #1, Evanston
State PTA President: MRS. O. N. SUMMERS, 707 S. 15 St., Laramie

Wyoming Education Association, 3118 Pioneer Ave., Cheyenne

Organized: March 21, 1892, Laramie

Annual Meeting: October, annual dues, \$3-10

District organization: State is divided into five districts

President: JOHN O. GOODMAN, 511 South 6 St., Laramie

Secretary-Treasurer: KARL WINCHELL [since August 1, 1948]

District Officers 1947-48:

President: H. O. PEARSON, Douglas [Central District]

President: ROBERT SCHLOREDT, Moorcroft [Northeast District]

President: BOYD WILSON, Lovell [Northwest District]

President: E. N. HITCHCOCK, Laramie [Southeast District]

President: LLOYD HESS, Rock Springs [Southwest District]

Official Organ: Wyoming Education News. *Editor:* NANCY L. JONES, Laramie

Status of Teachers, Principals, Supervisors: Number 1947-48: 2620. Estimated average salary 1947-48 as reported by state association: \$2370. Statewide joint-contributory teacher retirement law since 1943.

	Membership as of May 31:						Suggested NEA Goals for Unification by 1951		
	1943	1944	1945	1946	1947	1948	1949	1950	1951
WEA	1768	2126	2178	2318	2182	2301			
NEA	622	906	974	1045	1057	1293	1629	1965	2301

Victory Action Program: Approved

1948: *Affiliates* 13; *FTA Chapters* 1; *FTA Members* 134; *NEA Life Members* 24

100% *Honor Roll* 1948: *Counties* 0; *Cities* 14; *Schools* 57; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Laramie: NANCY JONES 315

WALTER REUSSER 353

WYOMING

Achievements 1921-1948

THE Wyoming Education Association finds itself in a rather difficult state of growing up. It is trying to progress from a loosely knit group with common interests to a professionally effective organization of educators with mutual purposes and worthy goals.

The association is actively cooperating with the University of Wyoming in sponsoring a school-community workshop and an institute of professional organizations. It is again engaged in energetic effort to develop better financial structure for Wyoming schools. A public-relations committee has been organized, designed to bring about approval of the general state tax for the support of public schools.

In the area of teacher welfare the association has had a large part in bringing about substantial increases in salaries and raising retirement benefits. It has made hospitalization benefits available to its

members and has provided leadership for workshops and professional conferences.

WEA dues will remain \$3, \$5, and \$10 for next year. However 70% will go to the state association and 30% to districts instead of 60% and 40% as before.

Delegate meetings will again be held yearly. No general state meeting is scheduled for this year. The delegate meeting will be in Casper. District meetings will be held from a week to two weeks earlier.

NEA membership in the state has increased considerably and is within striking distance of the Victory Action goal. It is felt that the new membership cards contributed considerably toward accomplishing this better record.

Improvements in the *Wyoming Education News* have been effected and are due largely to the splendid efforts of the student editor.

Future Program

A committee on coordination is working out a solution to the problem of the relationship of departments to the state association. Another committee is at work revising the constitution. The resolutions committee is charged with the task of preparing statements which will represent long-range planning both for

education in the state and for the WEA.

The state public-relations committee, which has been organized to bring about approval of the general state tax for the support of public schools, has organized district committees which in turn have organized county and local committees to accomplish the goal.

Conduct is the test of teaching.

TEAMWORK FOR VICTORY

THE ACHIEVEMENTS in public education and professional organization over the last quarter of a century demonstrate what vision and teamwork can accomplish when educational forces and lay leaders join their efforts.

The development in school finance, professional organizations, and teacher welfare is notable when viewed over the scope of 25 years. Progress in equalization has been made in many of the states and the principle of state support for public elementary and secondary education has been recognized to a varying degree in the school laws of the states.

The appointment of school code commissions to study the existing school statutes and to make recommendations for improvements has resulted in new school codes in a number of states.

Teacher welfare has been advanced to a remarkable extent. Every state now has a retirement system of some kind. Improvements in the retirement laws are being made at almost every session of the legislature. Tenure laws and continuing contract laws have been adopted and prevail in 16 states. The licensing of teachers is being placed on a professional basis. Laws providing higher minimum salaries are being adopted.

This is not to say that the total state aid appropriations are sufficient to equalize the opportunity for children in any state. It is not to say that the status and standards of teaching are what they should be in any state. It is to say that

more progress has been made in the past quarter century than in any similar period in the history of the country.

Some of the major achievements in the states are reported by state education associations on preceding pages of this manual. While the report is made in the name of the association, the secretaries point out that *the results have been secured thru teamwork on the part of the state department of education, state education association, the congress of parents and teachers, and many other interested lay organizations and individuals. Farm and labor organizations, business and church leaders, women's organizations, civic clubs, and many other groups have contributed to the final outcome.*

These achievements illustrate what can be done when the educational forces of the state unite in a common program.

Professional organization developments on local, state, and national levels are indeed outstanding. In 1921 the work of the association was done by volunteer committees. Not many states had an executive secretary or a central office. Since then headquarters have been established in most states. The office staff has been increased to include publications, research, field, and public relations services.

This issue of the HANDBOOK salutes the state departments of education, the state education associations, and the institutions of higher learning for their collaboration in bringing about better educational opportunities for children.

PART IV

The National Education Association

The National Education Association is dedicated to the upbuilding of democratic civilization and supported by the loyal cooperation of the teachers of the United States to advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people.

TO THE Teachers of the United States

THE eminent success which has attended the establishment and operations of the several State Teachers' Associations in this country, is the source of mutual congratulations among all friends of Popular Education. To the direct agency and the diffused influence of these Associations, more perhaps, than to any other cause, are due the manifest improvement of schools in all their relations, the rapid intellectual and social elevation of teachers as a class, and the vast development of public interest in all that concerns the education of the young.

That the State Associations have already accomplished great good, and that they are destined to exert a still broader and more beneficent influence, no wise observer will deny.

Believing that what has been done for States by State Associations may be done for the whole country by a National Association, we, the undersigned, invite our fellow teachers throughout the United States to assemble in Philadelphia, on the 26th day of August next, for the purpose of organizing a NATIONAL TEACHERS' ASSOCIATION.

We cordially extend this invitation to all *practical teachers* in the North, the South, the East and the West, who are willing to unite in a general effort to promote the educational welfare of our country, by concentrating the wisdom and power of numerous minds, and by distributing among all the accumulated experiences of all, who are ready to devote their energies and contribute of their means to advance the dignity, respectability, and usefulness of their calling; and who, in fine, believe that the time has come when the teachers of the nation should gather into one great Educational Brotherhood.

As the permanent success of any association depends very much upon the auspices attending its establishment, and the character of the organic laws it adopts, it is hoped that all parts of the Union will be largely represented at the inauguration of the proposed enterprise.

May 15, 1857.

T. W. VALENTINE, President New York State Teachers' Association.

D. B. HAGAR,	"	Massachusetts	"	"
W. T. LUCKY,	"	Missouri	"	"
J. TENNEY,	"	New Hampshire	"	"
J. G. MAY,	"	Indiana	"	"
W. ROBERTS,	"	Pennsylvania	"	"
C. PEASE,	"	Vermont	"	"
D. FRANKLIN WELLS,	"	Iowa	"	"
A. C. SPICER,	"	Wisconsin	"	"
S. WRIGHT,	"	Illinois	"	"

This is the original call which was sent thruout the United States in 1857 in preparation for the first meeting of the National Teachers' Association which later became the National Education Association.

NEA INFORMATION



History and purpose of the NEA are highlighted on page 270. The original call which resulted in the founding of the Association in 1857 is reproduced on page 268. A calendar of NEA meetings and presidents is given on page 276.

The Association's platform is printed on pages 377-81; its resolutions, pages 382-86; its code of ethics, 387-90; and its legislative policy, pages 391-92. Its charter, bylaws, and official rules are not printed in this HANDBOOK; they may be found in the annual volume of *Proceedings*.

Organization of the unified profession is depicted in a chart on the inside back cover. The NEA is governed by a Representative Assembly made up of delegates from affiliated local and state associations. For information about the locals, see Part II of this HANDBOOK; about the state associations, Part III. For an explanation of the Representative Assembly, see page 275; affiliation of local and state associations with the national, see page 96. Part I is devoted to the Victory Action Program.

Officers of the NEA for the current school year are listed on pages 271-72; NEA state directors on pages 273-74.

Committees, commissions, and councils—Information about commissions and councils appears on pages 291-303; standing committees, pages 304-309; joint committees, 310-14; convention committees, pages 315-16.

NEA departments—Information about the departments is given on pages 317-58.

NEA headquarters divisions—For a description of the work of each of the headquarters divisions, see pages 359-76. Directors of divisions and secretaries of departments and commissions are listed on page 448.

Certain projects sponsored by the various divisions and several areas in which the NEA has made noteworthy achievement are described in detail, as follows:

The Journal, page 278.

Future Teachers of America, page 279.

American Education Week, pages 280-81.

Assignment: Tomorrow, page 283.

NEA Institute of Organization Leadership, page 284.

Institutes on Professional and Public Relations, page 285.

Federal aid to education pages 286-89.

Publications of the Association are listed on pages 393-412.

Membership tables for state and national associations appear on pages 67-74. School systems with 100 percent membership in the NEA are listed on pages 413-22.

Giving to the NEA—A suggested form for a bequest is given on page 290.

Speaking of the NEA—It is hoped that the above paragraphs will be useful not only to those who use this HANDBOOK but to those who make speeches dealing with NEA activities and achievements. See also page 277.

HISTORY and PURPOSE

IN RESPONSE to a "call" signed by presidents of ten state teachers associations, 43 educators gathered in Philadelphia on August 26, 1857, and founded the National Teachers' Association "to elevate the character and advance the interests of the teaching profession and to promote the cause of education thruout the country,"

In 1870 the National Association of School Superintendents and the American Normal School Association united with the NTA to form the National Educational Association. The superintendent and normal-school groups became departments. In the years since, the Association has added other departments until it now has 29.

In 1884 a large and forward-looking convention was held in Madison, Wisconsin. After this meeting, membership, until then very small, increased considerably. The NEA secured incorporation under laws of the District of Columbia in 1886. In 1906 it was chartered by Congress as the National Education Association of the United States.

In 1892, with the appointment of its famous Committee of Ten, the NEA entered the field of investigation and research. In 1903 began the Association's active program of teacher welfare.

Headquarters were brought to Washington, D. C., in 1917. Three years later the NEA purchased its own building at 1201 Sixteenth Street Northwest, which it enlarged a decade later. The program

of service materially expanded in the 1920's—development of a professional headquarters staff; beginning of *The Journal* in January 1921, of the research division in 1922; an increasing program of publication and educational interpretation.

When membership became so large that it was no longer possible to have members vote directly on Association business, a Representative Assembly, composed of delegates from local and state education associations, was created in 1920, uniting local, state, and national into an organic whole. In 1944 the Association embarked upon a Five-Year Program of Unification, Expansion, and Development which after two years of remarkable success was absorbed into the Victory Action Program, 1946-51.

For nearly 90 years the NEA has been the heart and center of the professional movement among American teachers. Tens of thousands of our finest men and women have given freely time and talent and money that our Association might serve America better.

For a brief history of the Association, see Personal Growth Leaflet 51, *The Story of the National Education Association*, (one cent each from the NEA, no order accepted for less than 25¢). For a longer treatment, see *NEA History*, available from the NEA for 50¢. For a complete survey of Association history, consult the *NEA Proceedings*.

NEA OFFICERS 1948-49

The charter granted by Congress, the bylaws, and rules which govern the Association, the Assembly, and the various boards and committees will be found in the annual volume of *Proceedings*.

MABEL STUDEBAKER, president, 426 East Tenth St., Erie, Pa.

WILLARD E. GIVENS, exec. secy, 1201 Sixteenth St. N. W., Washington 6 D. C.

WILLIAM G. CARR, assoc. secy, 1201 Sixteenth St. N. W., Washington 6, D. C.

KARL H. BERNIS, asst secy, 1201 Sixteenth St. N. W., Washington 6, D. C.

H. A. ALLAN, asst secy for business, 1201 Sixteenth St. N. W., Washington 6, D. C.

GERTRUDE E. MC COMB, treas, Indiana State Teachers Association, 1927 S. Sixth St., Terre Haute, Ind.

Honorary President

JOHN DEWEY, professor-emeritus, Columbia University, New York, N. Y.

Vicepresidents

ANDREW D. HOLT, first vicepresident, executive secretary, Tennessee Education Association, 321 Seventh Ave., Nashville, Tenn.

THOMAS A. BABCOCK, 23 Byron Court, Mt. Clemens, Mich.

JOANNA Z. CONNELL, 57 Richmond St., Weymouth, Mass.

HAROLD CRIFE, 1010 Russet St., Racine, Wis.

MARY DELONG, 2305 Crystal Spring Ave., Roanoke, Va.

JOSEPHINE FRISBIE, 5016 Cass St., Omaha, Nebr.

EARLE T. HAWKINS, president, Maryland State Teachers College, Towson

EDWARD E. KEENER, assistant superintendent in charge of personnel, Chicago Public Schools, Chicago, Ill.

CALLIE G. LOCKE, director of professional relations, Alabama Education Association, Montgomery, Ala.

WINONA MONTGOMERY, 1529 W. Lewis St., Phoenix, Ariz.

GLENN W. MOON, 1253 High Ridge Road, Stamford, Conn.

GRACE RIGGS, viceprin., Manual High and Vocational School, Kansas City, Mo.

Executive Committee

The Executive Committee consists of 11 members—the president, junior past-president, the first vicepresident, treasurer elected for three years, chairman of the Board of Trustees, and two members elected annually by and from the Board of Directors for terms of two years and four by the Representative Assembly for terms of two years. It carries out the wishes of the Representative Assembly and the Board of Directors.

MABEL STUDEBAKER, president

GLENN E. SNOW, junior past-president; president, Dixie Junior College, St. George, Utah

ANDREW D. HOLT, first vicepresident

A. C. FLORA, chairman, Board of Trustees, superintendent of schools, Columbia, S. C.

NEA Information

- GERTRUDE E. MC COMB, treasurer, 1950
L. V. PHILLIPS, commissioner, *Indiana Highschool Athletic Association*, 812 Circle Tower Building, Indianapolis 4, Ind., 1950
RUTH M. EVANS, 900 Sherman St., Denver, Colo., 1950
H. M. IVY, superintendent of schools, Meridian, Miss., 1950
MARTIN P. MOE, executive secretary, *Montana Education Association*, 403-5 Power Block, Helena, Mont., 1949
CORMA A. MOWREY, 2012 Quarrier St., Charleston, W. Va., 1949
EULELA W. BLODGETT, *Junior-Senior High-school*, Hanover, N. H., 1949

Board of Trustees

The Board of Trustees consists of five members—the President and four members elected by the Board of Directors, one each year for a term of four years. It has charge of the Permanent Fund and elects the Executive Secretary.

- A. C. FLORA, chairman, 1949
MABEL STUDEBAKER, president
FLORENCE HALE, secretary, *editor*, The Grade Teacher, Box 873, Darien, Conn., 1950
F. L. SCHLAGLE, superintendent of schools, Kansas City 16, Kans. 1951

HAROLD A. ALLAN, 6211 Georgia St., Chevy Chase, Md. 1952

Board of Directors

The Board of Directors consists of the President; First Vicepresident; Treasurer; Chairman of the Board of Trustees; the former presidents of the Association elected prior to July 1, 1937; one additional member from each state, territory, or district, called the State Director; and Life Directors of the National Educational Association. States with 20,000 or more NEA members are entitled to two State Directors. State Directors are elected for three-year terms by the Representative Assembly on the basis of nominations submitted by the various state delegations. The Board of Directors has the specific duty of election of one member of the Board of Trustees each year and one member of the Executive Committee; determines place and time of annual meetings; and appropriates funds for carrying on the Association's activities. State Directors are the official representatives of the Association within their states and are depended upon for leadership in the promotion of Association policies and activities. Names of state directors are given on the following pages.

*Let us see the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty selfish things that weaken and destroy a people. Let us know that the race moves forward thru its children and by the grace of Almighty God, setting our faces toward the morning, dedicate ourselves anew to the service and the welfare of childhood—*JOY ELMER MORGAN

NEA STATE DIRECTORS

First year following name shows when service began; second year shows when term expires

Alabama—H. G. GREER, *superintendent, Monroe County Schools, Monroeville, 1943, 1950*

Alaska—DONALD V. LAWVERE, *superintendent of schools, Homer, 1948, 1950*

Arizona—ALICE L. VAIL, *Highschool, Tucson, 1942, 1949*

Arkansas—H. R. PYLE, *executive secretary, Arkansas Education Association, Little Rock, 1946, 1949*

California—VERA HAWKINS, *San Diego Highschool, San Diego, 1948, 1951*

—MALCOLM P. MURPHY, *principal, Sacramento Senior Highschool, Sacramento, 1946, 1949*

Colorado—CRAIG P. MINEAR, *executive secretary, Colorado Education Association, 1605 Pennsylvania St., Denver 5, 1944, 1950*

Connecticut—ALBERT C. MERRIAM, *1032 Chapel St., New Haven, 1942, 1949*

Delaware—JOHN SHILLING, *assistant state superintendent of public instruction, Dover, 1946, 1950*

District of Columbia—SUE BRETT, *McKinley Highschool, Washington, D. C., 1948, 1951*

Florida—C. MARGUERITE MORSE, *Box 447, Clearwater, 1942, 1949*

Georgia—M. D. COLLINS, *state superintendent of schools, Atlanta, 1934, 1951*

Hawaii—JAMES R. MCDONOUGH, *executive secretary, Hawaii Education Association, Schuman Bldg, Honolulu, 1942, 1949*

Idaho—W. W. CHRISTENSEN, *superintendent of schools, Idaho Falls, 1943, 1950*

Illinois—HELEN K. RYAN, *303 Elm St., Coal City, 1948, 1951*

—JOHN LESTER BUFORD, *superintendent of schools, Mt. Vernon, 1947, 1950*

Indiana—L. V. PHILLIPS, *commissioner, Indiana Highschool Athletic Association, 812 Circle Tower Bldg, Indianapolis 4, 1940, 1951*

Iowa—DONALD R. LILLARD, *superintendent of schools, Winterset, 1948, 1949*

Kansas—F. L. SCHLAGLE, *superintendent of schools, Kansas City, 1933, 1951*

Kentucky—JAMES T. ALTON, *principal, Vine Grove Highschool, Vine Grove, 1947, 1951*

Louisiana—CARROLL L. DUPONT, *Houma Elementary School, Houma, 1947, 1950*

Maine—LINWOOD J. KELLEY, *principal, Lewiston Highschool, Lewiston, 1943, 1949*

Maryland—EUGENE W. PRUITT, *superintendent, Frederick County Schools, Frederick, 1935, 1950*

Massachusetts—EVERETT J. MCINTOSH, *62 Front St., Weymouth, 1940, 1950*

Michigan—MARGARET STEVENSON, *912 Tenth Ave., Port Huron, 1947, 1950*

Minnesota—A. B. MORRIS, *State Teachers College, Mankato, 1947, 1950*

NEA Information

- Mississippi—H. V. COOPER, *superintendent of schools*, Vicksburg, 1925, 1951
Missouri—LOUISE PHILLIPS, 153 Selma St., Webster Groves, 1948, 1951
Montana—M. P. MOE, *executive secretary*, Montana Education Association, 403-5 Power Block, Helena, 1933, 1949
Nebraska—DAVID SELL, 3645 D St., Lincoln, 1947, 1950
Nevada—R. GUILD GRAY, *principal*, Reno Senior Highschool, Reno, 1948, 1951
New Hampshire—DANIEL W. MACLEAN, *headmaster*, Highschool, Berlin, 1941, 1949
New Jersey—RUTH W. PEARSON, 67 South Munn Ave., East Orange, 1948, 1951
New Mexico—R. J. MULLINS, *executive secretary*, New Mexico Education Association, 114 E. Marcy, Santa Fé, 1940, 1949
New York—JAMES A. CULLEN, 48 South Second Ave., Mt. Vernon, 1948, 1951
North Carolina—BERTHA COOPER, Duke Inn, Elizabeth City, 1945, 1950
North Dakota—LEILA E. EWEN, State Teachers College, Minot, 1947, 1951
Ohio—HELEN BRADLEY, 2401 Salutaris, Cincinnati, 1941, 1951
—H. C. ROBERSON, *director of personnel activities*, 958 Richie Ave., Lima, 1944, 1951
Oklahoma—W. MAX CHAMBERS, *superintendent of schools*, Okmulgee, 1946, 1949
Oregon—CARL E. ASCHENBRENNER, *prin.*, Parrish Junior Highschool, Salem, 1946, 1949
Pennsylvania—HARVEY E. GAYMAN, *executive secretary*, Pennsylvania State Education Association, Harrisburg, 1938, 1951
—MABEL STUDEBAKER, 426 E. Tenth St., Erie, 1942, 1949
Puerto Rico—JOSE JOAQUIN RIVERA, Box 1166, San Juan, Puerto Rico, 1944, 1951
Rhode Island—MARIE R. HOWARD, *principal*, Carpenter Street School, Providence, 1946, 1950
South Carolina—S. DAVID STONEY, *principal*, M. Rutledge Rivers Highschool, Charleston 26, 1942, 1951
South Dakota—J. HOWARD KRAMER, *president*, Southern State Teachers College, Springfield, 1948, 1951
Tennessee—WILSON NEW, *supvr of instruction*, 624 Lamar St., Knoxville, 1941, 1949
Texas—MRS. VIRGINIA LEE LINK, Sul Ross State Teachers College, Alpine, 1945, 1950
Utah—JAMES E. HASLAM, 1665 Harvard Ave., Salt Lake City, 1948, 1951
Vermont—JOSEPH A. WIGGIN, *principal*, Highschool, Brattleboro, 1935, 1950
Virginia—MRS. ELEANOR P. ROWLETT, 4828 W. Seminary Ave., Richmond 22, 1943, 1950
Washington—GRACE C. CAMPBELL, 627 E. Ninth Ave., Spokane 10, 1945, 1949
West Virginia—JESSIE CUNNINGHAM, 19 Walnut Ave., Wheeling, 1946, 1949
Wisconsin—S. R. SLADE, 1501 Wisconsin St., Wausau, 1947, 1950
Wyoming—CLYDE W. KURTZ, *superintendent of schools*, District No. 1, Evanston, 1942, 1949

THE REPRESENTATIVE ASSEMBLY

IN THE EARLY DAYS, when NEA membership was small, all members in attendance at the annual conventions voted directly on all Association business. As membership increased, conduct of business by a large group became unwieldy and could be dominated by teachers of the convention city. A plan for a more democratic arrangement was therefore worked out, whereby local and state education associations were to be united with the National Education Association into one organic whole, with a Representative Assembly composed of delegates from affiliated state and local groups.

The plan was adopted by the Association at its Salt Lake City convention in 1920 and by the state associations and hundreds of local groups the following

fall. The first meeting of the Representative Assembly was held in Des Moines, in 1921. Size of the Assembly has ranged from 553 in 1921 to 2558 in 1948.

The Assembly meets annually, usually during the week beginning the last Sunday in June. Meetings are open to all members, but only delegates may vote. The Assembly is the policy-forming body of the Association. All resolutions, recommendations, and reports of the officers, of committees, and amendments to bylaws must come before this body.

In 1943 and 1944, the large general sessions were not held because of war-time conditions. In 1945 neither sessions nor Assembly could be held. This year the Representative Assembly met at Cleveland, Ohio.

HOW TO AFFILIATE WITH THE NEA

Complete information on affiliation of local and state associations with the National Education Association appears on pages 96-99 of this HANDBOOK. Exact provisions of NEA charter, bylaws, and rules are quoted. Answers are given also to the questions most frequently asked about affiliation with the NEA and about selection of delegates to the Representative Assembly.

CALENDAR of NEA MEETINGS and PRESIDENTS

- 1857—Philadelphia, James L. Enos
1858—Cincinnati, Zalmon Richards
1859—Washington, D. C.; A. J. Rickoff
1860—Buffalo, J. W. Buckley
1861, 1862—No sessions
1863—Chicago, John D. Philbrick
1864—Ogdensburg, W. H. Wells
1865—Harrisburg, S. S. Greene
1866—Indianapolis, J. P. Wickersham
1867—No session
1868—Nashville, J. M. Gregory
1869—Trenton, L. Van Bokkelen
1870—Cleveland, Daniel B. Hagar
1871—St. Louis, J. L. Pickard
1872—Boston, E. E. White
1873—Elmira, B. G. Northrop
1874—Detroit, S. H. White
1875—Minneapolis, W. T. Harris
1876—Baltimore, W. F. Phelps
1877—Louisville, M. A. Newell
1878—No session
1879—Philadelphia, John Hancock
1880—Chautauqua, J. Ormond Wilson
1881—Atlanta, James H. Smart
1882—Saratoga Springs, G. J. Orr
1883—Saratoga Springs, E. T. Tappan
1884—Madison, Thomas W. Bicknell
1885—Saratoga Springs, F. Louis Soldan
1886—Topeka, N. A. Calkins
1887—Chicago, W. E. Sheldon
1888—San Francisco, Aaron Gove
1889—Nashville, Albert P. Marble
1890—St. Paul, J. H. Canfield
1891—Toronto, W. R. Garrett
1892—Saratoga Springs, E. H. Cook
1893—Chicago, Albert G. Lane
1894—Asbury Park, Albert G. Lane
1895—Denver, Nicholas Murray Butler
1896—Buffalo, Newton C. Dougherty
1897—Milwaukee, Charles R. Skinner
1898—Washington, D. C.; J. M. Greenwood
1899—Los Angeles, E. Oram Lyte
1900—Charleston, S. C.; Oscar T. Corson
1901—Detroit, James M. Green
1902—Minneapolis, William M. Beardshear
1903—Boston, Charles W. Eliot
1904—St. Louis, John W. Cook
1905—Ashby Park, William H. Maxwell
1906—No session
1907—Los Angeles, Nathan C. Schaeffer
1908—Cleveland, Edwin G. Cooley
1909—Denver, Lorenzo D. Harvey
1910—Boston, James Y. Joyner
1911—San Francisco, Ella Flagg Young
1912—Chicago, Carroll G. Pearce
1913—Salt Lake City, Edward T. Fairchild
1914—St. Paul, Joseph Swain
1915—Oakland, David Starr Jordan
1916—New York, David B. Johnson
1917—Portland, Oreg.; Robert J. Aley
1918—Pittsburgh, Mary C. C. Bradford
1919—Milwaukee, George D. Strayer
1920—Salt Lake City, Josephine Corliss Preston
1921—Des Moines, Fred M. Hunter
1922—Boston, Charl Ormond Williams
1923—Oakland-San Francisco, W. B. Owen
1924—Washington, D. C.; Olive M. Jones
1925—Indianapolis, Jesse H. Newlon
1926—Philadelphia, Mary McSkimmon
1927—Seattle, Francis G. Blair
1928—Minneapolis, Cornelia S. Adair
1929—Atlanta, Uel W. Lamkin
1930—Columbus, E. Ruth Pyrtle
1931—Los Angeles, Willis A. Sutton
1932—Atlantic City, Florence Hale
1933—Chicago, Joseph Rosier
1934—Washington, D. C.; Jessie Gray
1935—Denver, Henry Lester Smith
1936—Portland, Oreg.; Agnes Samuelson
1937—Detroit, Orville C. Pratt
1938—New York, Caroline S. Woodruff
1939—San Francisco, Reuben T. Shaw
1940—Milwaukee, Amy H. Hinrichs
1941—Boston, Donald DuShane
1942—Denver, Myrtle Hooper Dahl
*1943—Indianapolis, A. C. Flora
*1944—Pittsburgh, Edith B. Joynes
1945—F. L. Schlagle (No session)
*1946—Buffalo, F. L. Schlagle
*1947—Cincinnati, Pearl A. Wanamaker
*1948—Cleveland, Glenn E. Snow
*Representative Assembly only

WHAT DO I GET for MY NEA DUES?

THE NATIONAL EDUCATION ASSOCIATION is the national professional organization of the teachers of America. It was established in 1857 to advance the interests of the teaching profession and promote the cause of education thruout the United States. I should support the NEA because thru membership:

[1] I receive the *NEA Journal* each school month. No teacher can afford to be without this inspiring magazine, which tells of the Association's work and helps teachers work more efficiently. *The Journal* has pioneered in one field after another. Especially popular have been its articles on local associations, its editorials, and its booklists.

[2] I receive the advantages of working with better prepared teachers and in more effective schools. The NEA has helped raise standards and improve elementary, highschool, and college curriculums. Its departments and committees and commissions publish some two dozen magazines and nearly 200 other publications annually, covering units of work, methods, research studies, and bibliographies.

[3] I enjoy the privilege of helping establish lasting peace. The NEA, thru its active participation in postwar planning; in the United Nations; in the United Nations Educational, Scientific and Cultural Organization; and in the World Organization of the Teaching Profession, helps to shape vital, longtime policies which influence the future of the nation and the world.

[4] I receive the satisfaction of help-

ing to promote the cause of federal aid for education. This is a battle which must be won—and I want to do my share.

[5] I benefit by the Association's many research activities and want to help maintain them. Facts gathered by the NEA have helped raise teachers salaries, initiate tenure and retirement legislation, get larger tax appropriations, provide better school facilities, encourage new teaching methods.

[6] I enjoy the added strength which better public understanding gives the schools. Over the air, in its American Education Week materials, thru releases to newspapers, and with magazine articles, the Association interprets schools to citizens. It has also enlisted school support from the PTA, NAM, US Chamber of Commerce, AFL, CIO, Grange, Farm Bureau, American Legion, and other important organizations.

[7] I want to receive the protection of a large well-organized Association which commands public respect. The NEA helps protect teachers against dismissal and schools against attack. It exposes the selfish motives of vested interests whose leaders seek to undermine the confidence of the public in its schools.

[8] I m eager to pay a part of the debt each owes to his profession. By attending NEA meetings; belonging to its departments; and participating in its government directly, or indirectly thru representatives I can help build a better profession, a stronger country and a happier world.

"I DIDN'T GET MY JOURNAL"

IT IS THE EARNEST DESIRE of your professional organization to maintain prompt delivery of the *NEA Journal* to its members. There are several possible reasons why your copy of *The Journal* was not delivered as you had expected.

First, have you notified NEA headquarters in ample time of a change of address or change in name? These are two chief causes of failure or delay of delivery.

It is requested that anticipated changes of address be sent in promptly and, if possible, in advance. Efforts are being made to dispatch *The Journal* from the printer in sufficient time so that members will receive their copies during the first week of the month of issue. This mailing is made under second class permit and is often subject to delay in transit. Reasonable time should be allowed before this office is notified.

Second, your dues may have been col-

lected by a representative who did not promptly report them to NEA headquarters. Urge him to make a prompt report, even if it is only partial. Then after a reasonable length of time, inquire again before reporting to headquarters.

Expansion of facilities at NEA headquarters is being accomplished but undue pressure of recording the peak load of enrolments in late fall months cannot be satisfactorily absorbed. In October and November 1947 more than 265,000 memberships were received at headquarters. Early returns are, therefore, earnestly requested.

Efforts should be made by each member to submit his or her name in the same form each year, as variance of first name or initial causes additional search and sometimes duplication in the files. This variance is also conducive to wrong billing because the tieup is often difficult to recognize.

THE JOURNAL is an instrument. For what? For the National Education Association. But the National Education Association is itself an instrument. For what? For the teaching profession of the United States. And the teaching profession is an instrument. For what? For the maintenance and improvement of democratic civilization. The three are one and inseparable. Let us build a JOURNAL that serves the Association not merely as an end in itself, but as the means toward the larger end for which schools exist.

FUTURE TEACHERS of AMERICA

JOY ELMER MORGAN, *national chairman*

WILDA FREEBERN FAUST, *national secretary*

FUTURE TEACHERS OF AMERICA grew out of the Horace Mann Centennial in 1937 and is a project of local, state and national education associations. Its field is the million or more young men and women in highschool and college who are considering teaching as a career. College groups are known as *chapters*; high-school groups as *clubs*.

FTA *chapters* in colleges and universities are training schools in professional and civic relationships for the preparation of leaders. FTA *chapter* members are junior members of state and national associations. Under the *unified* plan each member pays annual dues of \$1 to the national plus the established junior dues in the state association, usually \$1. Each member receives the journals of state and national associations and other services, including 10 Personal Growth Leaflets and a copy of the FTA Yearbook.

FTA has made a steady growth:

<i>School Year</i>	<i>Active Chapters</i>	<i>Number Members</i>
1938-39	14	278
1939-40	64	1565
1940-41	84	2097
1941-42	110	3001
1942-43	127	3129
1943-44	118	2517
1944-45	140	3501
1945-46	150	4438
1946-47	176	6003
1947-48	217	9154

To date more than 35,683 young people have had the training in professional

leadership which goes with membership in a college FTA *chapter*. Each of these members has been given an FTA *Yearbook* containing the history of the NEA, its Platform and Code of Ethics, and some such educational classic as George Herbert Palmer's *Ideal Teacher* or John Dewey's *My Pedagogic Creed*.

The purpose of the FTA in highschools is exploratory, prevocational, and character-forming. Each highschool *club*, regardless of size, pays an annual service fee of \$2, for which it receives 100 Personal Growth Leaflets and the renewal of its charter. There is an additional charter fee of \$1 when the charter is first issued.

Work done by FTA members on approved projects is recognized by a system of merit points, for which certificates are issued. A merit point stands for one hour's work on an approved professional or community project.

Future Teachers of America is a glorious name. It is composed of three ideas. The *Future* belongs to youth and is full of hope, opportunity, and promise for those who prepare themselves for it. *Teachers* are the builders of civilization. Next to the mother who passes on the unending stream of life comes the teacher who preserves, enriches, and transmits the ideals and purposes of the race. *America* is peculiarly the home of the Future and of the Teacher.

For further information consult the file of FTA *Yearbooks* in any library, or write to the National Committee FTA, 1201 16th St. N.W., Washington 6, D. C.

AMERICAN EDUCATION WEEK 1948

AMERICAN EDUCATION WEEK is observed each year in November, beginning on Sunday of the week which includes Armistice Day. It is sponsored by the NEA, the American Legion, the US Office of Education, and the National Congress of Parents and Teachers. The purpose is to interpret the history, ideals, achievements, problems, and needs of American education.

Origin—Conditions revealed by World War I led to the founding of American Education Week. Twenty-five percent of the men examined in the draft were illiterate; 29% physically unfit. Members of the newly formed American Legion wished to help correct these deficiencies. Since education appeared to be the answer, they consulted officers of the NEA and the Office of Education, from whom they received ready cooperation. The first observance was held in 1921 as a result of these conferences.

Accomplishments—American Education Week has come to be the outstanding period of the entire year for educational interpretation. Estimates indicate that more than ten million patrons visit their schools during the observance, learn about modern school practices, and confer with teachers. Millions of people are reached thru newspapers and magazines, radio, meetings, exhibits, and printed messages. Scores of national and state organizations plan special projects and local communities all over the country put on unique programs. Requests for

materials come from several countries abroad. Better educational conditions are end results.

The 1947 Record—The 27th observance was extensively carried out on local, state, and national levels. A very small sampling of events is given in the April 1948 issue of the *NEA Journal*. Examples can be multiplied by the thousands. Under *The Schools Are Yours* theme the nationwide publicity thru radio, movie trailer, newspapers, and other channels was accelerated and increased. The sponsoring organizations stepped up their programs and the NEA published 33 specific helps for local committees. No public relations program has greater potentialities for intensifying interest in our schools and colleges and for developing improvement programs.

The Local Observance—To be effective the local program brings the people to the schools and the schools to the people thru openhouse, meetings of community groups, special messages to homes, exhibits, and publicity of all kinds, especially radio, newspapers, and movie trailers.

The 1948 Program GENERAL THEME

Strengthening the Foundations of Freedom
Daily Topics

Sun., Nov. 7—Learning To Live Together
Mon., Nov. 8—Improving the Educational Program
Tues., Nov. 9—Securing Qualified Teachers
Wed., Nov. 10—Providing Adequate Finance
Thurs., Nov. 11—Safeguarding Our America
Fri., Nov. 12—Promoting Health and Safety
Sat., Nov. 13—Developing Worthy Family Life

HELPS FOR AMERICAN EDUCATION WEEK 1948

[1] MANUAL FOR AMERICAN EDUCATION WEEK 1948—Suggestions for observance and daily program events. 16p 8 x 10½ inches. 25¢.

[2] POSTER—Four colors, 16 x 21 inches. For use in schools, stores, public buildings, and elsewhere. Sold only in packages of 10; 50¢ per package.

[3] STICKER—Two colors, 1½ x 2 inches. Sheets of 10 perforated like postage stamps. For use on letters, menus, messages to homes and clubs. Sold only in packages of 100; 25¢ per package.

[4] STRENGTHENING THE FOUNDATIONS OF FREEDOM—16p 3 x 5 inch Personal Growth Leaflet. Brief statements on the topics and sponsors. For teachers, writers, speakers. Sold only in packages of 25; 25¢ per package. No discount.

[5] AN INVITATION—8-page illustrated 3 x 4¾ inch leaflet to be addressed to parents. Space also for personal message inviting them to visit school during AEW. Sold only in packages of 30; 25¢ per package. Discount on package units.

[6] SUNDAY FOLDER. PROGRAM IDEAS FOR EDUCATIONAL AND RELIGIOUS LEADERS—4-page 3½ x 8½ inch leaflet for schools and churches on Sunday observance. Sold only in packages of 25; 25¢ per package.

[7] ELEMENTARY-SCHOOL PLAYS—*Health Around the Clock*, for primary grades, 15¢; *A Good American*, for intermediate grades, 15¢; *The Circus or the Jungle*, for upper elementary grades, 25¢; *The Rehearsal*, for upper elementary grades, 15¢.

[8] JUNIOR AND SENIOR HIGH-SCHOOL PLAYS—*The Mighty Mysterious Tree*, 25¢; *Beachhead for Freedom*, 20¢; *America Unlimited*, 25¢; *The Invitation*, 15¢.

[9] MOVIE TRAILER—A 1½-minute 35mm sound movie trailer for showing in theaters. Stresses general AEW theme and invites the public to visit the schools. \$8 per print. No discount. No orders accepted after October 23.

[10] MATS—(a) Drawings illustrating AEW general theme and daily topics. 35¢ each. (b) A series of display advertisements ready for signature by business house sponsor. 45¢ to \$1.25. Reproduction copy sheet free.

[11] RADIO RECORDING—14-minute radio transcription on general AEW theme on one face of disc. Spot announcements on daily topics on other face. \$10 per copy.

[12] RADIO SCRIPTS—14-minute script on 1948 AEW theme and a set of 8 scripts on daily topics. Includes health script supplied by American Association of Health, Physical Education, and Recreation and safety script supplied by NEA Commission on Safety Education. \$1.40.

[13] MIMEOGRAPH STENCIL—For local schools where mimeographed publications are used. 50¢.

[14] HEALTH MATERIALS—[a] 6-page folder, *School Health Resources*. A checklist for small communities. 5¢. [b] 10-page folder, *Health—An Essential of Freedom*. Supplied by the American Association for Health, Physical Education, and Recreation. Sold only in packages of 10; 20¢ per package.

[15] IT PAYS—16-page illustrated leaflet on economic values of education. Excellent for distribution to laymen. Sold only in packages of 25; 25¢ per package. No discount.

[16] DEVELOPING WORTHY FAMILY LIFE—6-page leaflet supplied by National Congress of Parents and Teachers. Limited number copies free.

[17] FOSTERING DEMOCRACY THROUGH OUR SCHOOLS—PRACTICAL SUGGESTIONS—12-page leaflet supplied by the US Office of Education. Limited number copies free.

[18] FACT SHEETS—Information and references on daily topics for programs. 25¢.

[19] AMERICAN EDUCATION WEEK PACKET—Contains selected samples of basic materials. 50¢ each. No discount.

NEA OVERSEAS TEACHER-RELIEF FUND

THE Overseas Teacher-Relief Fund of the NEA, begun at Thanksgiving time, totaled \$265,625.37 on May 10, 1948. The money has been allocated to aid teachers in Europe, the Philippine Islands, Japan, China, and Korea.

The Fund was not raised by high-pressure technics. A few letters from the NEA and various state associations addressed to local association officers, plus a few articles in our professional journals, constituted the campaign.

Great credit for the success of OTRF goes to leaders and members of effective local education associations thruout the country. They knew the need. They acted. They got results.

Allocations under general criteria adopted by the NEA Executive Committee:

\$110,000 in CARE food and clothing packages for European teachers;

\$30,000 to aid the teachers in the Mass Education Movement project in Szechuan Province of China;

\$6000 to be used to aid other Chinese teachers thru the two major teachers associations in China;

\$2500 for food packages for Korean teachers;

\$15,000 in CARE cotton packages for teachers in the Philippine Islands, including, by special arrangement, scissors and vitamin tablets;

\$10,000 in CARE food packages for the teachers of Japan;

\$35,000 for professional books thru the American Book Center;

\$43,000 for scholarships to bring teachers from war-devastated lands to USA.

Following is a list of contributions by states to the OTRF as of July 1. Contributions were still coming in.

Ala. . . \$ 7,515.70	N. Mex. \$1,999.25
Ariz. . . 2,173.00	N. Y. . . 16,018.65
Ark. . . . 2,393.41	N. C. . . 7,526.47
Calif. . . 18,665.78	N. Dak. 1,053.00
Colo. . . 2,230.90	Ohio . . 21,000.59
Conn. . . 4,165.55	Okla. . . 2,573.79
Del. . . . 660.15	Oreg. . . 3,099.05
D. C. . . 1,620.00	Pa. . . 19,243.61
Fla. . . . 2,027.82	R. I. . . 10.00
Ga. . . . 2,337.10	S. C. . . 4,144.53
Idaho . . 634.50	S. Dak.. 1,886.73
Ill. . . . 12,589.55	Tenn. . . 3,634.80
Ind. . . 10,286.06	Texas . 10,101.56
Iowa . . . 7,811.05	Utah . . 4,331.92
Kans. . . 6,501.15	Vt. . . . 471.50
Ky. . . . 1,378.06	Va. . . . 7,984.78
La. . . . 1,133.65	Wash. . . 9,442.79
Maine . . 1,217.37	W. Va. . . 6,095.36
Md. . . . 6,490.12	Wis. . . . 8,633.42
Mass. . . 4,821.36	Wyo. . . 824.50
Mich. . . 10,914.64	NEA Staff 632.30
Minn. . . 7,288.50	Dpt. Clrm.
Miss. . . 502.25	Tchrs.. 2,000.00
Mo. . . . 5,604.59	Alaska . 344.00
Mont. . . 1,369.45	Hawaii . 2,280.08
Nebr. . . 3,093.21	Puerto
Nev. . . . 211.50	Rico . 1,812.94
N. H. . . 1,041.20	Foreign 38.00
N. J. . . . 11,229.17	
	Total \$275,090.41

ASSIGNMENT: TOMORROW

History—The NEA film—*Assignment: Tomorrow*—was produced in the summer and fall of 1945. The first distribution of prints was in December 1945. Demand was so much greater than supply that additional prints were added from time to time until by the spring of 1947, there were 250 prints in circulation.

Purpose—This film was designed for a teacher audience. It has also been shown, however, to large numbers of laymen, and to young people considering or preparing for the teaching profession. The 25-minute documentary feature stresses the significance of teaching and the organized efforts of teachers for better education. It is followed by a seven-minute trailer dealing with the work of the NEA.

Distribution—Prints of *Assignment: Tomorrow* are now in the hands of all state education associations or distributing agencies designated by them. Local school leaders should write for bookings direct to their state education association office.

The US Department of State has now produced a shorter version in the following languages for distribution to cultural information offices: Bulgarian; Chinese; Czech; Danish; Dutch; Finnish; French; Hungarian; Italian; Norwegian; Polish; Portuguese; Roumanian; Spanish; Swedish; Thai; and Turkish.

Showing the film—The experiences of the past years reveal that in a good many cases where there was dissatisfaction with the photographic quality of the film, the trouble was in the showing. There are several precautions which should be taken in any 16mm showing:

[1] Do not try to show it to too large a group. Two hundred people are probably as many as can be properly handled.

[2] Be sure that the room is dark. If the showing is to be in the daytime there should be provisions for almost total darkening of the room.

[3] Be sure the machine is in good condition and that a good quality screen is used.

[4] Do not try to project a 16mm film too far. It is better to project on a small screen and get a bright image than to project on a large screen and get a faint image.

[5] Always provide adequate information on the name and purpose of the film before it is shown. Don't bring it before the audience cold.

[6] The local committee in charge should preview the film so that it can be properly made a part of a program. For most effective results arrange for a discussion of the problems raised by this film. Let the showing of the film be a phase of a program.

*All our dreams of a better day will be in vain if we do
not build stronger the institutions that are nearest us.*

NEA INSTITUTE of ORGANIZATION LEADERSHIP

The American University, Washington, D. C.

JULY 26—AUGUST 20, 1948

Democracy needs trained leadership as well as mass representation. Recognizing this fact, the National Education Association—in cooperation with The American University, Washington, D. C.—holds each summer an institute for the specific training of leaders of professional organizations.

The first such institute, held in 1946, enrolled 36 members from 22 states and China. Seventy-six leaders from 38 states, D. C., Hawaii, Puerto Rico, and Canada, were present in 1947. As we go to press, 81 have registered for the 1948 Institute.

The Institute seeks to bring together each year a select body of students: officers of state and local associations, FTA sponsors and presidents, college and university professors who wish to prepare themselves to conduct programs of leadership training, field workers of state associations who wish to improve their preparation to conduct regional conferences, younger people who wish to prepare for organization leadership. A number of leading state and local associations send one or more of their officers each year at association expense, as a regular policy.

This Institute is a four-week course with graduate credit or undergraduate credit or no credit, according to the needs of the students.

The members of the faculty, representing local, state, and national groups are chosen for their training, skill, and experience in working with professional organizations.

The Institute includes:

[1] A study of the history and structure of professional organization.

[2] Planning—for this work the students are divided into special groups to plan for their own leadership activities during the ensuing year.

[3] Public speaking—with special emphasis on problems that confront speakers on educational topics.

[4] Parliamentary law—study and practice in presiding over meetings.

[5] Journalism and public relations—with special attention to the preparation of readable, clear, informative, and influential press releases.

The Institute is conducted on the American University campus with students living in the University residence halls. The cost of the four-week course, including room, tuition, books, and pilgrimages to historic places has been \$80, plus the cost of meals.

The Institute is under the joint chairmanship of President Paul F. Douglass of The American University, and Joy Elmer Morgan, editor of the *NEA Journal*, with Ruth Coyner Little, assistant editor, *NEA Journal*, as director.

INSTITUTES ON PROFESSIONAL AND PUBLIC RELATIONS

THE triple relationship of teachers—the teacher-student relationship, the teacher-teacher relationship, and the teacher-public relationship—was the subject of serious thinking among a group of educators in 1938, stimulated by questions put by the Division of Field Service of the NEA. This was followed by an NEA Research Division inquiry into training opportunities in professional and public relations offered by teachers colleges. It was concluded that teacher-education institutions left virtually untouched the teacher-profession and the teacher-public areas.

In an effort to meet this need, the Division of Field Service of the NEA proposed Institutes on Professional and Public Relations to be held in the teacher-education institutions of the country. Five agencies having the greatest stake in making teaching a profession were chosen in the beginning to cooperate in the Institutes: the teacher-education institution, the state department of education, the state education association, the state congress of parents and teachers, and the National Education Association.

In most institutes, at least three of these groups have participated in the planning committee, in the program, and in the followup activities. In many institutes, all five have participated.

Institutes on Professional and Public

Relations are founded on the belief that not only philosophy but technics are needed to enable teachers to work effectively with the organized profession and with the organized public.

By bringing together teachers, from the teacher of the one-room school to the college president, and by singling out specific problems for discussion, these conferences seek to set wheels in motion that will achieve better professional and public relations of teachers.

Goals of the institutes are simple but difficult:

- [1] To unify the profession
- [2] To democratize the profession
- [3] To make the profession intelligently articulate on its problems.

The Division of Field Service of the NEA is the national center for compiling reports, carrying on Institute correspondence, promotion of new Institutes, and continuance of Institutes of former years.

The first of these Institutes was held at George Peabody College for Teachers in 1938. In 1948, the Division of Field Service published the tenth-anniversary edition of the report on Institutes on Professional and Public Relations which revealed that, over the ten-year period, 516 Institutes were held in 140 colleges and universities in 41 states with 117,783 in attendance.

FEDERAL AID TO EDUCATION

FEDERAL - AID bills — S472 - HR2953— more nearly approached enactment in the 80th Congress than at any time in the history of the nation. S472 passed the Senate April 1, 1948, by the overwhelming vote of 58 to 22. The House subcommittee on education favorably reported HR2953, July 15, 1947.

Each of these events was a "first" in the long and bitterly contested fight more nearly to equalize educational opportunity thru public elementary and secondary schools.

The House of Representatives did not act on HR2953. The bill was held in committee thruout the second session [1948] of the 80th Congress, committed to death by a House majority policy that not only frustrated the will of a majority of the citizens of the United States but at the same time denied to millions of American youth their inalienable right to a fair chance to get an education.

The fight for federal aid to education will be waged, if possible with increased vigor, in the 81st Congress.

The Republican platform, adopted at the June 1948 convention in Philadelphia, declared that the party favors "equality of educational opportunity for all and the promotion of education and educational facilities." This was interpreted by Senator Wayne Morse [R-Oregon], in an address before the 1948 NEA convention at Cleveland, to mean that as he sees it the Republican party favors federal aid to education.

The Democratic platform, adopted at Philadelphia, in July 1948, declares that: "We advocate federal aid for education, administered by and under the control of the states. We vigorously support the authorization which was so shockingly ignored by the Republican 80th Congress for the appropriation of \$300,000,000 as a beginning of federal aid to the states to assist them in meeting present educational needs. We insist upon the right of every American child to obtain a good education."

Chief of all things to be done in the days ahead, in working for better schools thru federal aid, is for citizens and organizations to strive for an enlightened national policy the object of which is to prepare young people for the paramount responsibility of effective citizenship in our democracy.

The proper education of the youth of the nation is fundamental to national prosperity and world peace. The profession is overly modest in proclaiming that federal aid to education, without federal control, is an issue that in importance ranks with any other objective sought in legislation that has been or can be advanced for action by the Congress.

A first approach to the task of formulating and implementing wise national policy calls for the organized teaching profession to work personally and closely with their Senators and Representatives in Congress. This relationship must be maintained on a continuing, active basis.

FOUR ARGUMENTS for FEDERAL AID

LOG OF FEDERAL-AID CAMPAIGN, 80TH CONGRESS 1947

JAN. 12-15—Meeting of NEA Legislative Com.;
JAN. 29—Meeting at NEA headquarters of
representatives of 31 national organizations;
JAN. 31—S472 introduced in Senate.

MAR. 7-9—Meeting of NEA Legislative Com.
APR. 3—HR2953 introduced in House; APR. 9—
Hearings began on S472; APR. 21—Hearings
resumed on S472; APR. 29—Hearings began
on HR2953.

MAY 2—Hearings concluded on S472; MAY 8-10
—Meeting of NEA Legislative Com.; MAY
13—Hearings resumed on HR2953; MAY 18
—Meeting at NEA of representatives of 40 national
organizations; MAY 28—Statement presented to
Majority Leader Charles A. Halleck by lay
organizations; MAY 29—Hearings concluded on
HR2953.

JUNE 9—Meeting at NEA of representatives of
37 national organizations; JUNE 9—Senate
subcommittee favorably reported S472—vote
of six to one; JUNE 26—Meeting at NEA of
representatives of 35 national organizations;
JUNE 26—HR2953 favorably reported by sub-
committee—vote of six to two.

JULY 2—Amended S472 favorably reported by
Senate Committee on Labor and Public Wel-
fare—vote of nine to three.

OCT. 19-20—Meeting of NEA Legislative Com.;
OCT. 30—Meeting at NEA of representatives
of 40 national organizations.

DEC. 19—Meeting of NEA Legislative Com.

1948

JAN. 15-19—Conference of state leaders at NEA;
JAN. 17—Meeting of NEA Legislative Com.

FEB. 13—Meeting at NEA of representatives of
40 national organizations; FEB. 21—Meeting
of NEA Legislative Com.

MAR. 23-25—Conference of state leaders at NEA.

APR. 1—Amended S472 passed by Senate—vote
of 58 to 22; APR. 8-9—Meeting of NEA
Legislative Com.; APR. 11-13—Conference of
state leaders at NEA.

MAY 7—Lay leaders met with Speaker of House
Joseph W. Martin to urge immediate action;
MAY 15-16—Meeting of NEA Legislative Com.

JUNE 2—Congressman McCowen formally re-
quested in writing that the House Committee
on Education and Labor act; JUNE 3-5—Con-

[1] The federal government has a vast
stake in the education of our youth,
who are citizens not only of the states
but of the United States.

[a] Federal aid to support better
schools is essential to the nation's lasting
prosperity. [b] It is a fundamental neces-
sity for national defense.

[2] The states with the higher ratios
of school-age children in their total popu-
lations are the states that generally are
poorest in ability to provide good schools.
Without federal help they cannot ade-
quately educate their children, altho
as a rule these states spend relatively
more of the income of their citizens for
schools than do the richer states.

[3] Migration of population in the
nation is heavy. Usually it flows from
the poorer to the richer states. These
states need educated citizens and workers.
Their stake in removing illiteracy is
great. Federal aid is the only way to
assure that elimination.

[4] Federal aid, without federal con-
trol of educational policy, is a great
American tradition older than the Con-
stitution. The charge that federal control
inevitably follows federal aid is denied by
over 150 years of federal-aid legislation.

ference of state leaders at NEA; JUNE 4—In-
dividual statements urging Speaker Martin to
act presented by 22 national lay organizations;
JUNE 14-19—Many Congressional leaders
urged House leadership to take action; JUNE
16—Executive Secretary Givens urged im-
mediate action in official communication to
Speaker Martin; JUNE 19—Congress adjourned
without action.

DIGEST of S472

Purpose: To help the states provide schools for all children and to help equalize educational opportunity by setting up a minimum or foundation public-school program in the nation.

Amount: \$300,000,000 per annum.

How apportioned: No state will receive less than \$5 for each child of school age.

State control of education: Control of educational policies shall remain in the hands of the states and their localities.

Minority races: Schools for separate racial groups shall receive federal funds in proportion to the population ratio of minorities to total state population.

Use of funds: Funds must be spent by the states for current school costs in elementary and highschools only.

Maintenance of state and local effort: Federal funds cannot be used to take the place of, or substitute for, state and local school dollars. If, after June 30, 1952, a state spends less than 2% of the income of all its citizens for public-school purposes, it thereby become ineligible for any part of the federal funds.

How federal funds are administered: The federal funds are paid by the U.S. Treasury Department, upon requisition by the US Commissioner of Education, to the state treasurer, and by him, upon requisition of the state board of education or other regularly established state educational authority, to local public-school boards. The funds can only be paid to and spent by public agencies under public control.

BENEFITS AUTHORIZED BY S472 AS
PASSED BY U. S. SENATE, APRIL 1, 1948
(amounts in thousands)
(Estimated by the NEA Research Division in July
1948 on the basis of latest official figures)

States	Allotments to the states under the formula	Probable pay- ment to states after deductions for less than standard effort
Continental U. S. . . .	\$252,790	\$221,078
Alabama	15,562	11,827
Arizona	979	901
Arkansas	11,143	8,023
California	8,113	8,113
Colorado	1,224	1,224
Connecticut	1,666	1,666
Delaware	275	275
District of Columbia	564	564
Florida	2,289	2,289
Georgia	14,187	8,512
Idaho	634	634
Illinois	7,310	7,310
Indiana	3,769	3,769
Iowa	2,631	2,631
Kansas	1,857	1,857
Kentucky	13,587	10,326
Louisiana	8,837	6,716
Maine	942	942
Maryland	1,999	1,999
Massachusetts	4,072	4,072
Michigan	6,336	6,336
Minnesota	2,897	2,897
Mississippi	14,926	10,747
Missouri	3,762	3,762
Montana	583	583
Nebraska	1,336	1,336
Nevada	120	120
New Hampshire	493	493
New Jersey	3,587	3,587
New Mexico	2,902	2,902
New York	11,734	11,734
North Carolina	19,253	16,943
North Dakota	1,233	1,233
Ohio	7,239	7,239
Oklahoma	7,894	7,894
Oregon	1,326	1,326
Pennsylvania	9,902	9,902
Rhode Island	655	655
South Carolina	12,005	10,564
South Dakota	861	861
Tennessee	11,592	8,346
Texas	11,345	9,076
Utah	943	943
Vermont	382	382
Virginia	3,652	3,375
Washington	2,169	2,169
West Virginia	8,430	8,430
Wisconsin	3,295	3,295
Wyoming	298	298

BASIC DATA, FEDERAL AID to EDUCATION*

State	Current expenditures for public elementary and secondary schools 1945-46		Income payments and public school expenditures		Percent of local tax revenues used for schools 1941-42	Percent state government expenditures used for schools 1946
	Estimated state and local expenditures (federal funds omitted) (thousands)	Per pupil in ADA ^a	Average total income payments 1942-46 (millions)	Percent current expenditure is of average income payments (Col. 2 divided by Col. 4)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Continental United States . . .	\$2,665,811	\$136.41	\$146,449	1.8%	34.66%	14.62%
Alabama	35,048	68.57	1,849	1.9	40.55	19.52
Arizona	12,994	136.93	569	2.3	53.54	17.06
Arkansas	20,156	64.76	1,108	1.8	58.65	20.14
California	196,197	169.21	12,723	1.5	28.40	17.45
Colorado	23,644	136.12	1,185	2.0	56.66	4.46
Connecticut	38,471	174.39	2,643	1.5	36.17	2.43
Delaware	5,391	152.48	383	1.4	9.10	33.56
District of Columbia	13,458	172.22	1,190	1.1	23.20	
Florida	33,725	103.31	2,144	1.6	27.07	16.65
Georgia	33,865	64.60	2,234	1.5	29.69	19.23
Idaho	11,069	116.55	507	2.2	48.57	6.81
Illinois	166,410	175.11	10,087	1.6	40.30	5.88
Indiana	76,870	144.54	3,847	2.0	45.21	20.20
Iowa	55,362	143.69	2,366	2.3	46.91	0.80
Kansas	39,129	141.25	1,831	2.1	43.56	10.50
Kentucky	34,810	86.33	1,793	1.9	38.84	19.64
Louisiana	34,910	101.36	1,851	1.9	26.99	15.66
Maine	14,233	109.38	831	1.7	34.06	8.27
Maryland	30,766	128.19	2,588	1.2	36.27	10.96
Massachusetts	91,516	179.85	5,403	1.7	29.32	3.39
Michigan	122,711	147.33	6,736	1.8	30.64	19.24
Minnesota	61,923	157.96	2,484	2.5	30.02	15.37
Mississippi	19,923	46.32	1,108	1.8	33.92	17.02
Missouri	72,599	137.36	3,603	2.0	40.78	12.74
Montana	17,335	215.44	549	3.2	45.60	6.23
Nebraska	28,105	142.48	1,264	2.2	40.42	0.92
Nevada	3,148	162.32	214	1.5	37.42	6.24
New Hampshire	7,806	135.02	430	1.8	29.04	2.52
New Jersey	111,677	211.82	5,732	1.9	34.64	10.82
New Mexico	13,179	134.60	407	3.2	23.01	25.50
New York	324,335	209.76	18,896	1.7	24.81	17.10
North Carolina	54,813	81.43	2,455	2.2	29.96	33.08
North Dakota	13,883	138.02	538	2.6	49.92	9.46
Ohio	146,522	147.03	8,632	1.7	44.41	16.69
Oklahoma	42,725	111.86	1,674	2.6	46.70	17.03
Oregon	28,780	157.88	1,552	1.9	50.24	13.52
Pennsylvania	192,606	144.80	10,803	1.8	43.07	14.84
Rhode Island	12,706	160.85	935	1.4	33.88	1.81
South Carolina	26,324	74.30	1,215	2.2	37.19	22.76
South Dakota	14,917	153.93	548	2.7	47.77	2.62
Tennessee	37,721	76.10	2,153	1.8	34.04	13.65
Texas	120,649	118.11	6,025	2.0	38.29	22.96
Utah	15,851	129.30	637	2.5	42.20	18.35
Vermont	6,215	122.89	312	2.0	35.91	7.41
Virginia	43,214	92.29	2,672	1.6	41.00	16.06
Washington	51,689	183.33	2,896	1.8	42.36	1.75
West Virginia	37,022	101.30	1,364	2.7	55.37	24.76
Wisconsin	63,094	147.73	3,213	2.0	29.12	9.90
Wyoming	6,335	171.38	270	2.3	48.39	15.63

* Prepared by NEA Research Division.

^a As calculated by the US Office of Education; includes local, state, and federal funds.

PERPETUATING YOUR LIFE'S WORK

THERE are organizations which build for the future. One of these is the National Education Association of the United States. When you are making your will, or otherwise disposing of your property, you may be eager to safeguard and perpetuate your influence. If your professional organization means much to you and you regard it as a permanent factor in making a better world, you may wish to remember the NEA in your will or bequest.

The National Education Association of the United States was incorporated under a special act of Congress. The purpose expressed in the charter and by-laws is to "elevate the character and advance the interest of the profession of teaching and promote the cause of popular education in the United States."

The NEA is an independent, voluntary, nongovernmental organization. Its policies are determined by its members. It cooperates with all groups in American life which wish to improve education. It affiliates with none of these groups. It works for better schools and for the improvement of the professional, economic, social and civic status of teachers.

How Gifts May Be Made

The following are some of the ways of making lasting gifts to the National Education Association:

[1] *By specific gift under your will.* You may leave outright a sum of money,

large or small; securities; real property; or a portion of your estate.

[2] *By living trust.* You may deed your property to the Association in trust and have the income paid to you for life.

[3] *By life insurance.* You may make the NEA the beneficiary of your life insurance.

[4] *By gift of real or personal property.* You may make a gift of money or deed real property to the NEA during your lifetime.

The following form of bequest may be incorporated in your will, conveyance of property, or insurance:

"I hereby give, devise and bequeath to the National Education Association of the United States, a corporation incorporated under a special act of Congress, located at 1201 16th St. N.W., Washington, D.C., the sum of \$. . . [or otherwise describe the gift] for the purposes provided in the charter and by-laws of said Association."

If you wish to make a bequest to the permanent fund of the Association, or for a specific purpose as Overseas Teacher-Relief, international relations, the development of the Nanjemoy Nature Reserve, or for any other special purpose in the field of education, you may so express the purpose in your bequest.

More detailed information will gladly be furnished to you if you will write to the Executive Secretary of the National Education Association.

NEA COMMITTEES, COMMISSIONS, and COUNCILS

MUCH of the work of the NEA has been done thru committees. There are four types of NEA committees:

Commissions and Councils

The National Education Association has created certain special deliberative bodies known either as councils or as commissions. These groups usually operate in large areas of professional interest under the general supervision of the Executive Committee:

Educational Policies Commission

Legislative Commission

National Commission for the Defense of Democracy thru Education

National Commission on Safety Education

National Commission on Teacher Education and Professional Standards

Natl Council on Teacher Retirement.

Four of these have a secretary and staff at NEA headquarters—the Educational Policies Commission since 1935, the Defense Commission since 1941, the Safety Commission since 1944, the Teacher Education Commission since 1946. The Legislative Commission is the policy body on legislative action; the Legislative-Federal Relations Division is the executive arm of that body.

Standing Committees

This type of committee carries on a continuous program of study, interpretation, and action. Each standing committee consists of five members appointed by

the NEA president for terms of three years each on a rotating basis, no member to serve more than two terms in succession. Each committee has a nationwide advisory group usually consisting of the chairmen of similar committees in the state and local associations.

Standing committees are at work in the fields of citizenship; credit unions; international relations; professional ethics; tax education and school finance; and tenure and academic freedom.

Joint Committees

The joint committee is one form of cooperation between the National Education Association and other organizations with mutual interests in specific problems. Each organization appoints five members. Each member serves for five years on a rotating basis and cannot be reappointed to succeed himself. Joint committees elect their own chairmen.

The National Education Association has joint committees with the American Legion; the American Library Association; the American Medical Association; the American Teachers Association; and the National Congress of Parents and Teachers.

Convention Committees

The Association has seven convention committees: auditing, budget, bylaws and rules, credentials, elections, necrology, and resolutions.

EDUCATIONAL POLICIES COMMISSION

- ETHEL J. ALPENFELS, *School of Education, New York Univ., New York, N. Y.*, 1952
RUBY ANDERSON, *Athens Highschool, Athens, Ga.*, 1952
O. C. CARMICHAEL, *president, The Carnegie Foundation for the Advancement of Teaching, 522 Fifth Ave., New York 18, N. Y.*, 1950
JAMES B. CONANT, *president, Harvard University, Cambridge, Mass.*, 1952
A. C. FLORA, *supt of schools, Columbia, S. C.*, 1949
WILLARD E. GIVENS, *executive secretary, NEA; ex-officio*
WILLARD E. GOSLIN, *pres., AASA, supt of schools, Pasadena, Calif.; ex-officio*
ALONZO G. GRACE, *director, Education and Cultural Relations, OMG (US), Germany*, 1951
EUGENE H. HERRINGTON, *prin., Ebert School, Denver, Colo.*
E. W. JACOBSEN, *president, Los Angeles City College, Los Angeles, Calif.*, 1949
GALEN JONES, *director, Division of Secondary Education, US Office of Education, Washington 25, D. C.*
WORTH MC CLURE, *exec. secy, AASA; ex-officio*
T. R. MC CONNELL, *dean, College of Science, Literature, and the Arts, Univ. of Minnesota, Minneapolis*
PAUL R. MORT, *Teachers College, Columbia University, New York, N. Y.*, 1950
MAE NEWMAN, *Huntington Highschool, Huntington, W. Va.*
JOHN K. NORTON, *director, Division of Administration and Guidance, Teachers College, Columbia University, New York 27, N. Y.*, 1951
GEORGE A. SELKE, *chancellor, University of Montana, Helena*, 1951
JAMES M. SPINNING, *supt of schools, Rochester, N. Y.*, 1950
MABEL STUDEBAKER, *president, NEA; Strong Vincent Highschool, Erie, Pa.*, 1949
WILLIAM G. CARR, *secretary of the Commission, associate secretary, NEA*

Historical background—The Commission was created in 1935 by joint action of the Executive Committees of the NEA and AASA and has since then been jointly sponsored by the two associations. The Commission has been primarily concerned with the formulation, publication, and implementation of statements of policy for American education.

Deliberations, recommendations, and

publications of the Commission have focused on a series of successive centers of interest during the past 13 years: the relation of education to American democracy; citizenship education; the adjustment of education to the war; and post-war and long-range planning for American education and international educational relations.

Activities in 1947-48—Having previ-

ously published statements of policy for secondary education [*Education for All American Youth*, 1944] and preschool education [*Educational Services for Young Children*, 1945], the Commission in 1946 initiated a study of elementary education which was completed in late 1947 and published in February 1948 under the title, *Education for All American Children*.

Several hundred teachers contributed the data for this report, which describes good practices observed in 86 widely scattered elementary schools visited by members of the Commission's staff. It also sets a ten-year goal for continuous improvement of elementary education by describing ideal urban and rural schools as of 1958.

Two valuable aids for acquainting the profession and the lay public with this publication's recommendations have been made available thru cooperation with the NEA Department of Elementary School Principals: *Teach Them All*, a 32-page illustrated summary of the report; and a 35-mm filmstrip of 52 frames of pictures and text designed to help interpret the report to groups.

Reorganization—On September 14, 1947, the Executive Committees of the NEA and AASA held a joint meeting to consider the future of the Educational Policies Commission. It was agreed that the membership of the Commission should be reconstituted in accordance with the following plan: *four ex-officio members* [the President and Executive Secretary of both the NEA and AASA];

16 elected members [one elected by each of these departments: Classroom Teachers, Elementary School Principals, Secondary-School Principals, and Higher Education; 12 elected at large by joint action of the Executive Committees of the NEA and AASA, each to serve a four-year term on a rotating basis.]

No elected member of the Commission is eligible for immediate re-election, but an elected member may be re-elected after having been off the Commission for one year or more.

At the same meeting the two Executive Committees adopted the following statement to define functions of EPC:

[1] The Educational Policies Commission shall prepare, publish, and disseminate, from time to time, statements of proposed policy regarding the conduct of education in the United States, and the international relationships of American education.

[2] The Commission shall prepare before April 1 of each year a list of the current major educational problems, together with its recommendations dealing with these problems. These lists and recommendations shall be communicated without publication to the Resolutions Committee of the NEA, the resolutions committees of the affiliated state education associations, and the resolutions committees of the departments of the National Education Association for their information.

Future plans—Plans for future activities will be charted at the next meeting of the Commission in September 1948.

LEGISLATIVE COMMISSION

- ARTHUR F. COREY, *secy*, California Teachers Assn, San Francisco, 1950
J. EASTON PARRATT, *State Dept of Education*, Salt Lake City, Utah, 1950
FORREST ROZZELL, *field secy*, Arkansas Education Assn, Little Rock, 1951
MRS. GRACE DODGE, *Boothbay Center Grammar School*, Boothbay, Maine, 1949
A. O. MATHIAS, *asst prin.*, *highschool*, 1215 Tannehill Lane, Cincinnati 26, Ohio, 1949
ROBERT H. WYATT, *exec. secy*, Indiana State Teachers Assn, Indianapolis, 1950
KENNETH E. OBERHOLTZER, *supt of schools*, Denver, Colorado, 1950
FRANK E. BASS, *field secy*, Tennessee Education Assn, Nashville, Tenn., 1951
RAYMON W. ELDRIDGE, *prin.*, Lawrence School, Brookline, Mass., 1951
R. B. MARSTON, *dir.*, Legislative and Federal Relations Div., NEA headquarters contact

Historical Background—The Legislative Commission dates from the 1920 Salt Lake City NEA convention. Its immediate predecessor was the NEA Commission on Emergency in Education created to meet conditions arising from World War I.

Activities in 1947-1948—The Commission held seven meetings from June 1, 1947, to July 1, 1948. Major objectives of the Commission related during the year to the enactment of federal aid legislation to assist the states in financing public elementary and public secondary schools, to development of legislative policies, to strengthening the Legislative-Federal Relations Division for greater service, and to public relations in the legislative area thru more effective professional and lay participation.

As a result of action of the NEA Executive Committee at the Cincinnati convention in 1947, membership of the Commission was increased from seven to nine.

Typical actions authorized by the Commission are noted as follows: In its meeting of July 6, 1947, the Commission

stressed the responsibility of the majority leadership in the House of Representatives for getting federal aid legislation to the floor for debate and a vote. In its October 19-20 meeting, the Commission called for an expanded program of NEA service in support of the federal-aid objective and adopted a resolution appealing "for an immediate curb on price inflation." The Commission met with Federal Security Administrator Ewing, and others, to discuss [a] federal-aid legislation and [b] the place of the Office of Education in the executive branch of the federal government.

On December 19, 1947, the Commission discussed the need for increased personnel to step up its federal-aid campaign. On January 17 the Commission requested a place for federal aid on the program of the National Association of Secretaries of State Teachers Associations scheduled for Atlantic City, February 21-26. A plan of action was approved to bring S472 to the Senate floor for debate and a vote at the earliest possible time. The importance of getting wide parti-

NEA Headquarters Divisions

cipation by state and local education associations, and by national lay organizations, in working for federal-aid legislation, was stressed.

At its Atlantic City meeting, February 21-22, the Commission cooperated with the AASA Committee on Resolutions, participated in the program of the National Association of State Secretaries, and sponsored a meeting with city and county school superintendents from selected states and congressional districts interested in federal school legislation.

On April 8-9, the Commission declared that the April 1 Senate enactment of S472 by a vote of 58 to 22 greatly enhanced the possibilities of favorable House action on federal-aid legislation, and proceeded to develop plans to encourage such action on the part of the House of Representatives. The Commission stressed again the fact that this legislation would rise or fall according to the decision of the House majority leadership, with Speaker Joseph W. Martin and Majority Leader Charles A. Halleck particularly in mind. It was clear to the Commission that the Honorable Edward O. McCowen, sponsor of HR2953, despite his every effort, could not get his bill on the House floor for action without a greenlight from the House majority party leaders.

At its meeting on May 15-16, the Commission addressed a communication to Speaker Joseph W. Martin, Jr., calling attention to the fact that "We have had the experience of two wars in one generation to prove that a program of security

which ignores the physical fitness and education of the nation's manpower could be an invitation to defeat." The Commission noted that the McCowen bill had been in the House Committee on Education and Labor "since July 1947, awaiting the sanction of the policy-makers of the House. We believe you are in position to give it that sanction. Our purpose," the Commission declared, "is to inquire when you intend to do so."

Other subjects of legislative concern were treated by the Commission during the course of the year: health, exemption of teacher retirement pay up to \$1440 per annum, surplus property, and the like. The overwhelming interest of the Commission, however, was manifest in relation to the federal-aid objective.

Legislative policies for 1949—During the year the Commission studied current issues in education. These were reduced to statements of policy preliminary to the 1948 annual NEA convention, called for Cleveland, Ohio, July 4-9, 1948. Plans were laid for their consideration by the Representative Assembly.

Development of Legislative-Federal Relations Division—An objective to which the Commission consistently devoted its efforts during the year was the growth and development of legislative services thru the Legislative-Federal Relations Division. The Commission believes that the effectiveness of the NEA in the area of legislation depends upon adequate, qualified personnel, maintained on a consistently high level of performance operating full time thruout the year.

NATIONAL COMMISSION for the DEFENSE of DEMOCRACY thru EDUCATION

HAROLD BENJAMIN, *dean, College of Education, University of Maryland, 1950*
MOZELLE CAUSEY, *teacher, 1819 Asheboro St., Greensboro, N. C., 1951*
JOHN W. DAVIS, *pres., West Virginia State College, Institute, 1949*
WILLARD E. GIVENS, *secy, NEA, 1201 Sixteenth St., N. W., Wash. 6, D. C.*
HAROLD CURTIS HAND, *prof. of education, Univ. of Illinois, Urbana, 1951*
WINONA MONTGOMERY, *1529 W. Lewis, Phoenix, Ariz., 1949*
ROSE MUCKLEY, *teacher, South Highschool, Minneapolis, Minn., 1950*
VIRGIL ROGERS, *supt of schools, Battle Creek, Mich., 1951*
MABEL STUDEBAKER, *pres., NEA, Strong Vincent Highschool, Erie, Pa.*
RICHARD B. KENNAN, *secretary of the Commission*
VIRGINIA KINNAIRD, *associate secretary of the Commission*
CYRUS C. PERRY, *legal counsel of the Commission*

Historical background—This Commission was created by the Representative Assembly in 1941. Its major purpose is "to bring to the general public a fuller understanding and appreciation of the dependence of democracy upon a better education of all our people." The NEA also has authorized the Commission to promote the adequate financing of state and local education; to investigate charges against teachers, school systems, and education in general; and to defend members of the teaching profession against unjust attack.

Activities in 1947-48—*National Conference on Citizenship*—the Commission joined with the NEA Committee on Citizenship and the US Department of Justice as a sponsor of the Third National Conference on Citizenship held in Washington, D. C. May 16-19, 1948. The secretary of the Commission was staff

adviser for the Committee, and several other members of the Commission staff helped with conference planning and administration.

Universal Military Training and National Defense—The Commission has been active in studying the problem of national defense and has endeavored to bring to the attention of leaders in our profession some of the truth or falsity of the claims concerning universal military training. A special bulletin, *First Things First for a Strong America*, has been issued.

Human Brotherhood and International Understanding—The Commission has continued its cooperation with groups interested in improving intergroup understanding. Members of the staff helped develop the program of the National Citizens Conference on Civil Liberties held in Washington, D. C., April 14,

NEA Commissions and Councils

1948. A new booklet in this field is in preparation.

Investigation at North College Hill, Ohio—At the NEA meeting in Cincinnati in the summer of 1947 the Defense Commission reported concerning its investigation of the dismissal of Dr. William A. Cook as superintendent of schools of North College Hill. Since that time a new board of education has been elected in that community and Dr. Cook has been given a new three-year contract. A report of the investigation has been published and has been widely distributed. *Pathfinder* news magazine selected this investigation for second place in its list of the ten most outstanding educational achievements of 1947.

Inquiries and Investigations—A great many requests for services have come to the Commission this year. In several cases assistance has been given but it has not seemed advisable to conduct a full investigation. In all cases the Commission has cooperated with the local teachers association and with the state association. Preliminary action has been taken in response to requests from Monessen, Pa.; Rochester, Minn.; Chandler, Ariz.; Helena, Mont.; and McComb, Miss.

Cooperation with Committee on Tenure and Academic Freedom—The Commission has aided the Tenure Committee in its action in the case of Miss Helen Broderick of Yonkers, New York. The secretary of the Commission is the staff adviser for the Tenure Committee.

Defense Bulletin—A semi-confidential

report, intended primarily for the information of members of the Commission, state secretaries, local affiliated associations, and NEA directors, has been published at intervals during the year. In its new format, the *Bulletin* has been less expensive to mail, and this has made possible an enlarged mailing list. The *Bulletin* suggests possible action regarding such matters as federal aid to education, universal military training, renewed "witch hunts" against teachers and textbooks, and the increasing pressure for public financial support of sectarian schools.

Lay Conferences—Altho the Commission did not initiate any conferences between educators and laymen this year, plans are already underway for a new series of conferences during 1948-49.

Recommendations—The Commission recommends that:

[1] State and regional conferences in cooperation with affiliated teacher organizations be continued, the emphasis during the coming year to be on [a] human brotherhood and [b] democratic handling of professional problems.

[2] Funds be made available for the employment of additional staff members to aid with the increasing number of requests for inquiries and investigations of alleged unjust treatment of teachers and attacks on school systems.

[3] The Commission's work in the field of teacher protection and teacher welfare be fully supported by the Delegate Assembly. There is evidence of need for increased activity in this field.

NATIONAL COMMISSION on SAFETY EDUCATION

- ROSCOE WEST, *president, STC, Trenton, N. J.*, chairman, 1950
SHIRLEY COOPER, *assoc. prof. of education, Univ. of Wisconsin, Madison*, 1951
WILLIAM N. COX, JR., *head, Dept. of Safety Engineering and administrative head, Institute of Public Safety, Georgia School of Technology, Atlanta*, 1950
WILL C. CRAWFORD, *supt of schools, San Diego, Calif.*, 1949
CLYDE A. ERWIN, *state supt of public instruction, Raleigh, N. C.*, 1951
MABEL EWING, *teacher of home economics, Swarthmore Highschool, Swarthmore, Pa.*, 1950
GRACE FITCH, *principal, Franklin Elementary School, Jacksonville, Ill.*, 1949
CAROLINE HOOK, *primary teacher, 1135 S. Trenton, Tulsa, Okla.*, 1951
RAY N. MC FARLIN, *dir. of safety, Cleveland Public Schools, Cleveland, Ohio*, 1951
RALPH A. MOYER, *professor of civil engineering, Iowa State College, Ames*, 1949
R. B. NORMAN, *principal, Amarillo Highschool, Amarillo, Tex.*, 1950
THELMA REED, *teacher, Graceland School, Kansas City, Mo.*, 1950
B. C. RILEY, *dir. of extension div., University of Florida, Gainesville, Fla.*, 1951
LOIS STAAT, *physical education teacher, Great Neck Highschool, Great Neck, N. Y.*, 1951
MARION REX TRABUE, *dean, School of Education, Pennsylvania State College, State College, Pa.*, 1949
ROBERT W. EAVES, *secretary of the Commission*
FRANK W. HUBBARD, *consultant to the Commission, director of research, NEA*

Historical background—The work of this Commission is largely financed by foundation grants. Begun in 1939 as the Safety Education Unit of the Research Division it was extended to the commission status in 1943 by action of the Executive Committee. Active staff work began in the spring of 1944.

Activities in 1947-48—During 1947 the Commission continued its efforts to provide guidance for the rapidly developing program of highschool driving instruction. The most significant work in this field was *Cars for Driving Instruc-*

tion, a statement of suggested policies and standards for the acquisition and use of driver-training cars, developed in cooperation with the automobile industry and organizations interested in safety.

The Commission has intensified its interests in safety education programs for rural schools. Two bulletins, *Safety Education in Rural Schools* and *Safety in Farm Mechanics and with Farm Machines*, were prepared in cooperation with the NEA Department of Rural Education. The safe use of electricity in rural areas will be treated in another bulletin

NEA Commissions and Councils

to be added to the series in the near future.

Our School Buses, published early in 1948, deals with statistics on pupil transportation.

A questionnaire survey of college and university activities in safety education and related fields was made during 1947. Information obtained will soon be printed, together with case studies of several of the outstanding college and university safety programs.

The National Association of Secondary-School Principals and the American Association for Health, Physical Education, and Recreation assisted the Commission in preparation of two bulletins for secondary-school use, *The High-School Principal and Safety* and *The Physical Education Instructor and Safety*.

A silent filmstrip, *Smart Driving*, was produced as a joint undertaking of the Commission and the National Highway Users Conference. A teacher's manual is being developed to be distributed with the filmstrip.

The Commission distributed in free packets for American Education Week, 20,000 copies each of *1910 Driving Skill Isn't Good Enough Today* and *The People Want Safety*, four-page leaflets published by the Commission.

A series of mimeographed reports on safety programs thruout the country has been started, and will be further developed during 1948. Also distributed were bibliographies on home safety and safety articles in educational journals.

There have been increasing requests

for materials and assistance in planning school-safety programs. The Commission has attempted to meet these requests by field trips, preparation of free packets of materials, and advisory service thru correspondence. The Commission reviewed and criticized scripts for several traffic-safety films.

Monthly columns and news reports have been prepared for the *NEA Journal*. Education journals cooperated with the Commission by publicizing new materials.

The Commission cooperated with the National Committee for Traffic Training during 1947-48 by compiling and publishing a list of intensive traffic-safety training courses and by participating in the National Institute for Traffic Training. A member of the Commission's staff serves as this committee's secretary.

One of the major projects for 1948 is a National Conference on School Transportation to be held at Jackson's Mill, West Virginia, October 3-8. This conference will consider a number of pertinent problems in this field. The Commission is sponsoring it jointly with the American Association of School Administrators, NEA Department of Rural Education, National Council of Chief State School Officers, and US Office of Education.

Activities in fire prevention education will be extended in 1948 thru a grant of funds by the National Board of Fire Underwriters. A committee of educators and experts in fire prevention will outline projects for this program.

NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS

W. E. PEIK, *dean, College of Education, University of Minn., Minneapolis, chairman, 1949*

L. FRAZER BANKS, *supt of schools, Birmingham, Ala., 1949*

FINIS E. ENGLEMAN, *commissioner of education, State Dept of Education, Hartford, Conn., 1950*

C. MARGUERITE MORSE, *highschool supervisor, Pinellas County, Clearwater, Fla., 1949**

PAUL V. SANGREN, *president, Western Mich. College of Education, Kalamazoo, 1950*

MARTHA A. SHULL, *teacher and counselor, Jefferson Highschool, Portland, Oreg., 1950*

T. M. STINNETT, *director of publications, Arkansas Education Assn, Little Rock, 1951*

WAURINE WALKER, *teacher, Waco Highschool, Waco, Texas, 1951*

C. O. WILLIAMS, *director of education extension, Pennsylvania State College, State College, 1951*

RALPH MC DONALD, *secretary of the Commission*

Historical background—The Commission established by action of the NEA Representative Assembly at Buffalo in July 1946, is responsible for the program of the organized profession in "matters of recruitment, selection, preparation, certification, and advancement of professional standards, including standards for institutions which prepare teachers."

Activities in 1947-48—[1] Vigorous attention has been given to improving quality of instruction in the schools as a result of the Oxford Conference sponsored by the Commission in 1947.

[2] The Commission's \$2400-to-\$6000 minimum salary standard has had nationwide influence in raising the salaries of qualified teachers.

[3] The Commission has sought in every way to further among both teach-

ers and laymen a concept of teaching as a truly professional pursuit requiring highly selective admission, long and thoro specialized preparation, and systematic improvement in service.

[4] Thru a series of regional conferences and by other vigorous measures the Commission has sought to bring an early end to emergency certification, to promote the establishment of four years of professional preparation as a minimum requirement for licensing of teachers, and to achieve the five-year requirement wherever possible.

[5] At Bowling Green, Ohio, the Commission held the National Conference on the Education of Teachers, in which leaders of the organized profession for the first time developed some basic findings as to what the preservice education of teachers should be.

[6] The Commission has encouraged inservice provisions for the professional growth of teachers, which have increased notably during 1947-48.

[7] The Commission has sponsored the first nationwide study of current teacher supply from colleges and universities. The study revealed a vast undersupply of elementary teachers and a potential oversupply of highschool certificates in certain fields.

[8] Emphasis has been placed upon high standards and careful selection. The Commission joined with Delta Kappa Gamma in publishing *Find Your Own Frontier*, a volume of authentic information on teaching as a career. Additional materials have been widely distributed.

[9] Other major elements in the 1947-48 program were: encouragement of teacher-education scholarships; stimulating study, looking toward greater reciprocity between states; promoting unification of teacher-education organizations in the NEA; development of policy on vital issues; furthering establishment and activities of parallel state commissions; extending participation thru advisory committee members; cooperation with national lay organizations; and an extensive field service to state and local education associations.

Plans for 1948-49—[1] Every aspect of the work of the Commission during 1947-48 is being carried into the program for 1948-49. [2] Publication and distribution of the Bowling Green Conference Report and an intensive followup

thru all the states and territories. [3] Ten regional conferences are planned for 1948-49. [4] A pilot state conference will be sponsored cooperatively with some interested state association to help formulate a pattern of joint lay-education progress in lifting the professional standards of teaching. [5] A brochure on the Commission's salary standard will be prepared and given wide distribution. [6] A teaching unit and manual on the professional organization of teachers will be prepared for use in teacher-education institutions. [7] Materials will be published in pamphlet form for assisting parallel state commissions in their programs. [8] A pictorial brochure on the elementary-teacher shortage will be printed for wide distribution among laymen. [9] A full kit of revised materials to aid in the selective recruitment of teachers will be developed, including a carefully developed poster and leaflet to interest outstanding students in teaching careers. [10] The national teacher supply and demand study will be continued, extended, and strengthened. [11] Professional criteria for colleges preparing teachers will be developed, at least in the initial stages. [12] There will be further exploration looking toward the publication, under proper auspices, of a *Journal of Teacher Education*. [13] An intensive drive will be sponsored to turn the tide in the growing shortage of elementary teachers. [14] An occasional bulletin is planned for state commission members, advisory committee members, and other professional leaders.

NEA Commissions and Councils

NATIONAL COUNCIL on TEACHER RETIREMENT

RAY L. LILLYWHITE, 203 State Capitol, Salt Lake City 1, Utah, chairman
HARVEY M. BLACK, 410 Capitol Building, Oklahoma City, Okla., vicechairman
JENNIE ROCH, 703 Carondelet St., New Orleans 13, La., secretary-treasurer

Other Executive Committee Members

MERRILL F. COOLEY, *Harding Highschool, Warren, Ohio, 1950*
CHESTER V. DAVIS, *principal, Highschool, Ely, Nev., 1949*
MARIE W. GRAHL, *237 37th-34th Ave., Douglaston, N. Y., 1950*
J. M. CLIFFORD, *Box 359, Lansing 2, Mich., 1949*
C. B. MURRAY, *152 Washington Ave., Albany 6, N. Y., 1949*
MRS. LOTTIE K. WARMBOLD, *2843 36th Ave. S., Minneapolis 6, Minn.*
FRANK W. HUBBARD, *director, Research Division, NEA headquarters contact*

Historical background—As early as 1887 the Association advocated pensions for teachers. In 1911 there was appointed a Committee on Teachers' Salaries, Tenure, and Pensions. Under various titles committees worked on retirement problems up to 1936 when the Committee on Retirement Allowances was merged with the National Council of Retirement Systems [established in 1924] to form the present Council.

Purposes of the Council—[1] To safeguard and strengthen retirement systems and [2] to disseminate information on current trends and proposed legislation.

Activities in 1947-48—The executive committee of the Council met in December 1947 and in Atlantic City on February 22, 1948. Reports of the legislative committee and the reciprocity committee were considered and there was discussion of ways to increase services of the Council to all teachers and officers of retirement systems and to broaden the scope of the Council's work. A subcommittee of the executive committee was

appointed to work toward increasing membership in the Council and to study dues. At the December meeting of the executive committee plans were laid for the annual convention held in Atlantic City February 23 and 24.

The program of the Council's annual meeting included papers on liberalization of retirement allowances and problems of retired teachers, as well as financial and administrative problems vital to good administration of retirement systems. The membership subcommittee reported that with three systems joining recently, Council membership is now 51 state and local teacher retirement systems.

The Council by resolution reaffirmed its position on extension of social security to teachers; that is, it is opposed to any proposal for extending social security to teachers who are members of existing state or local retirement systems.

The legislative committee reported on progress during the year with respect to equitable exemption of retirement income from federal income taxation. The

NEA Commissions and Councils

Council was one of a number of public employes organizations which sponsored HR1613 introduced by Congressman Gearhart last year. Altho hopes for its passage as a separate bill are slight, effort is being made to have the provisions of HR1613 included in the general tax revision bill to be sponsored by the Ways and Means Committee in the spring of 1948.

For the past year or more the Council has had a reciprocity committee charged with the study of possible means of preserving to teachers, who move across state lines, some retirement credit from a system in which they were members previously. The work of this committee discloses that the problem is very complicated, legally, legislatively, and statistically. However, the committee was instructed to continue its work and present further findings at the 1949 meeting of the Council.

The Council recognized that many retired teachers have suffered thru declining purchasing power of the dollar and that there is need for liberalization of benefits to enable these teachers to meet the high costs of living. However, the Council warned again liberalization of any retirement law without adequate study of how proposed amendments would affect the established system. A resolution was passed recommending that retirement secretaries cooperate with state education associations to work out alleviation of the condition of retired teachers who receive substandard allowances.

Publications of the Council are issued

thru the cooperation of the publications committee and the NEA Research Division. Classroom Teachers Discussion Pamphlet No. 2 on *Teacher Retirement* was revised by the Research Division in cooperation with the Department of Classroom Teachers and in consultation with the Council's publication committee. This discussion pamphlet tells the story of teacher retirement in nontechnical language and serves as the basis for discussion on the status and essential features of teacher retirement.

No new publications on teacher retirement have been issued during the year. However, a supplement to the January 1946 report, *Statutory Provisions for Statewide Retirement Systems*, is in process of preparation and will be released before the end of the school year 1947-48. Also, a questionnaire on the statistical operation of teacher retirement systems was distributed and the data so compiled will be reported in the near future.

All states now have a pension or joint-contributory teacher retirement system, and the Council feels gratified that part of this achievement may be credited to the work of the Council in publicizing the need for teacher retirement legislation and the desirable features of a good plan. Now that a law exists on the statute books of every state, the Council will emphasize the improvement of existing systems, some of which are not set up on an actuarial basis and are not financially sound.

NEA Standing Committees

CITIZENSHIP

EARLE T. HAWKINS, *president, Maryland State Teachers College, Towson, 1949, chairman*

LAURENTINE B. COLLINS, *director, Dept of School-Community Relationships, Board of Education, Detroit, Mich., 1949*

JOANNA Z. CONNELL, *57 Richmond St., Weymouth, Mass., 1950*

EVAN E. EVANS, *supt of schools, Winfield, Kans., 1951*

ROBERT F. WILLIAMS, *secy, Virginia Education Assn, Richmond, 1950*

RICHARD B. KENNAN, *secy, NEA Defense Commission, NEA headquarters contact*

Historical background—The Committee is the successor to two prior committees which had as their main functions the recognition of new voters and the encouragement of the celebration of National Citizenship Day. The present Committee, with broader purposes, was constituted in 1944.

Purposes of the Committee—[1] To formulate national policies for encouraging effective state and local association citizenship programs. [2] To emphasize importance of effectively inducting new voters into privileges and responsibilities of active citizenship. [3] To encourage interest, cooperation, and participation of other groups working along similar lines. [4] To publicize effective programs of citizenship education.

Activities in 1947-48—In its promotion of National Citizenship Day, the Committee: [1] Contacted nearly 500 state and local advisory committee members. [2] Distributed several thousand copies of its Citizenship Day manual and official poster and several hundred packets of other materials. The number of requests for materials indicates that more school people participate each year.

In May 1948 the Committee, the NEA, and the US Department of Justice jointly sponsored the Third National Conference on Citizenship in Washington, D. C. The Defense Commission and the Committee organized and directed the Conference. An advisory committee of representatives of over 20 major national organizations assisted in selection of theme, topics for discussion, place, and nature of the Conference. Honorary Chairman was Chief Justice Charles Evans Hughes, retired. Nearly 1000 delegates from 300 organizations discussed the topics: [1] The World-Minded American Citizen; [2] Basic Human Rights and Attendant Responsibilities; [3] Citizenship in Action in the Local Community.

The Committee recommends: [1] The NEA continue its leadership in the citizenship field thru continued support of national conferences on citizenship. [2] Publication of results of the Citizenship Conference. [3] Consideration of a Citizenship Commission to act as a clearinghouse for citizenship materials. [4] A new or revised edition of the National Citizenship Day manual.

CREDIT UNIONS

HUGH STOUT, *treasurer-manager, Portland Teachers Credit Union, Education Center Bldg, 220 Southwest Alder St., Room 503, Portland 5, Oreg., chairman, 1949*

FRED F. BASTIAN, *1410 Watson St., Williamsport, Pa., 1950*

N. R. BRUNDRETT, *2015 N. 7th Ave., Birmingham, Ala., 1950*

KATHRYN STEINMETZ, *district supt of schools, 6101 N. Talman Ave., Chicago 45, 1951*

H. CLAY MCGUFFEY, *treasurer, Cleveland Teachers Credit Union, 877 Arcade Bldg, Cleveland 14, Ohio, 1949*

FRANK W. HUBBARD, *director, Research Division, NEA headquarters contact*

Historical background—First created in 1937 as a special group, the Committee was reclassified as a standing committee in 1940.

Purposes of the Committee—[1] To keep the teaching profession continuously informed as to the need for and value of credit unions.

[2] To help the members of teacher credit unions to make efficient use of the facilities and resources available to them.

[3] Ultimately—to make available credit union service to every school employee in the United States.

Activities in 1947-48—The Committee met in September 1947, at which time the members reported on their activities and made plans for the year.

Committee members are continuing their efforts [1] to encourage appointment of an active credit union committee in each state association, [2] to obtain a place on convention programs for credit union discussions, and [3] to get materials on credit union services into the state journals and other professional magazines. Members are working in close cooperation with representatives of the Federal Deposit Insurance Corporation

and with directors of the state credit union leagues affiliated with the Credit Union National Association.

During the year the committee, in cooperation with the NEA Research Division, issued a new statistical summary, *Teachers Credit Unions: Progress and Status*. Using replies from advisory members to an informal inquiry, the committee issued a second edition of *CUE* (Credit Union Echoes), calling special attention to points of strength and weakness in the work of local teachers credit unions. The discussion pamphlet of the Department of Classroom Teachers, *Credit Unions for Teachers*, has been reprinted. Reprints of selected articles and earlier committee materials are widely used by groups interested in this phase of teacher welfare.

More than 100,000 teachers now belong to credit unions having assets of more than 23 million dollars, and doing an annual loan business in excess of 11½ million dollars.

Teachers colleges and universities are urged to include the credit union as a part of their study of teacher-welfare programs.

NEA Standing Committees

INTERNATIONAL RELATIONS

HOWARD E. WILSON, *Carnegie Endowment for International Peace*, 405 W. 117th St., N. Y. 27, chairman, 1951

MARGARET BOYD, 213 Wilma Ave., Steubenville, Okla., 1951

R. E. CLEMENT, *president, Atlanta University, Atlanta, Ga.*, 1950

VANETT LAWLER, *Music Education Consultant, Pan American Union, Washington 6, D. C.*, 1950

WILLIAM F. RUSSELL, *dean, Teachers College, Columbia Univ., N. Y.*, 1949

WILLIAM G. CARR, *secy, Educational Policies Commission, NEA headquarters contact*

*Historical background and purposes—*Created in 1920, the committee was first known as the Committee on Foreign Education Relations, then as the Committee to Cooperate with the World Federation of Education Associations, and finally in 1926 was given its present title.

It has steadily enlarged the scope of its activities. It implements those policies and resolutions of the NEA that are concerned with international relations. It prepares recommendations for developing international understanding in the schools and endeavors to secure their acceptance by profession and public. It serves as a point of contact between the NEA and governmental and civic organizations interested in international relations.

*Activities during 1947-48—*Continuing the work of assisting local associations in planning discussion meetings, the committee assembled and distributed more than 1000 kits of bulletins and pamphlets containing information on current international issues.

It also published *Education for International Understanding in American Schools*, a book containing recommendations for developing better international understanding in elementary and secondary schools. It was prepared in cooperation with two committees representing two NEA departments: the Association for Supervision and Curriculum Development and the National Council for the Social Studies.

A free copy was sent to each state and local association affiliated with the NEA. Additional copies sell at cost (\$1).

In January 1948 the committee assumed sponsorship of 300 International Relations Clubs in the secondary schools of the US and Canada. As a free service to these clubs, three kits of materials were distributed.

The committee is preparing an exhibit of materials used in the schools of the US to teach about the UN. It is hoped that this exhibit, identical copies of which will be sent to each member state of the United Nations, will stimulate education on this and other aspects of international relations.

PROFESSIONAL ETHICS

WILLIAM S. TAYLOR, *dean, School of Education, Univ. of Kentucky, Lexington, chairman, 1950*

GRACE CAMPBELL, *classroom teacher, 627 9th Ave., Spokane 10, Wash., 1949*

LOUISE G. CARSON, *Box 436, Beaufort, S. C., 1951*

W. H. LEMMEL, *supt of schools, Baltimore, Md., 1949*

AUDREY E. SHAUER, *654 Chicago St., Valparaiso, Ind., 1951*

T. D. MARTIN, *director, Membership Division, NEA headquarters contact*

Historical background—A committee appointed in 1924 developed a code of ethics which was officially adopted by the Association in 1929 and revised in 1941.

Purposes—The functions of the Committee as outlined in Article IV are: To study the Code and make recommendations for improving it; to publicize the Code and promote its use by members of the profession, in institutions for the preparation of teachers, and in state and local associations; and to take appropriate action on such cases of violation as are referred to it.

Activities in 1947-48—[1] Free distribution of the ethics poster and Personal Growth Leaflet 135, "Ethics for Teachers," to teacher-training institutions, superintendents and principals, officers of local associations, and others.

[2] Wide distribution of the 1947 Ethics Committee Report including 26 sample codes of various other groups.

[3] Preparation of articles on professional ethics for *The Journal*, and other national, state, and local publications.

[4] Encouragement of state and local

associations and parent-teacher groups to include in their programs information on ethics, ethics committees, discussions of problems of ethics, and assistance in the distribution of ethics materials.

[5] Annual meeting of the Ethics Committee October 20-21, 1947.

[6] Report of the annual meeting of the Core Committee distributed to 1000 members of the Advisory Committee in November together with a blank on which they were asked to report their plans of action in the field of professional ethics.

[7] April letter to members of the Advisory Committee summarizing November reports and requesting information regarding their activities during the year.

[8] The 1948 official annual report of the Committee, published as a separate pamphlet, includes, in addition to detailed information regarding the work of the Committee, the NEA Code, and 25 state codes. This report may be secured, free, upon request from the NEA headquarters office in Washington, D. C.

NEA Standing Committees

TAX EDUCATION AND SCHOOL FINANCE

ARNOLD JOYAL, *pres.*, *Fresno State College, Fresno, Calif.*, chairman, 1949

JOHN M. BOOTH, *secy.*, *Idaho Education Assn, Boise*, 1950

FRANCIS G. CORNELL, *University of Illinois, Urbana*, 1951

HAROLD FRESHLEY, *514 Sandia St., Santa Fé, N. Mex.*, 1950

NEWELL D. MC COMBS, *supt of schools, Des Moines, Iowa*, 1951

FRANK W. HUBBARD, *director, Research Division, NEA headquarters contact*

Historical background—To offset indiscriminate campaigns to cut taxes without regard to social needs the NEA in 1938 appointed a Committee on Tax Education. In 1941 title and field were broadened to include school finance.

Purposes—To promote cooperative thinking on school aspects of tax education and public finance; to cooperate with the states in planning and adopting effective systems of local and state finance; to develop materials to help educators and laymen understand problems of taxation and school finance.

Activities in 1947-48—At its annual meeting in October 1947 the committee discussed the following activities: [1] cooperation with NEA Research Division on revision of *School Finance Systems* series; [2] completion of study of foundation programs in the states which distribute state school funds on such bases; [3] advisability of recognizing teacher qualifications in distribution of state funds to local school units; [4] damage to public education done by the recent book, *Education, America's Magic*; [5] problems created by federal ownership of lands in Western states; [6] proposed Congressional action on turning submerged coastal areas over to contiguous

states; [7] possible revisions of the discussion pamphlet, *Paying for Schools*, originally issued by the Department of Classroom Teachers and Research Division; [8] revision of the school finance goals presented in the *NEA Research Bulletin* for October 1947; [9] suggestions to advisory members as to how they can secure improved attitudes toward financing public education.

The committee recommends that: [1] efforts be continued to develop constructive NEA policies relative to federally owned lands in the 11 Western states and to proposed Congressional action on turning all submerged coastal areas over to the states; [2] informative materials on tax education and school finance be prepared and distributed in cooperation with Research Division; [3] a planned program of keeping local school officials and educational associations alert to the serious financial problems confronting public education be in continuous progress; (4) work units on a student level, in school finance, be provided for undergraduate teacher-educating institutions; [5] the committee continue to function as a source of help, to local districts and states, on tax education and school finance.

TENURE and ACADEMIC FREEDOM

MARTIN W. ESSEX, *supt of schools, Lakewood, Ohio*, chairman, 1951

BESS BAYS, *Longfellow School, 9th and Ada Sts., Boise, Idaho*, 1950

SARAH GASKILL, *University of Texas, 3403 Hollywood, Austin*, 1949

WILLIAM C. OVERTON, *2716 Wheat St., Columbia 52, S. C.*, 1951

ANNE SUTHERLAND, *1385 Burdette Ave., Cincinnati, Ohio*, 1949

RICHARD B. KENNAN, *secy, NEA Defense Commission, NEA headquarters contact*

Historical background—In 1911 the Association appointed a committee to study salaries and living costs. Its work was broadened in 1919 to include tenure and pensions. In 1923 it was reorganized as the Committee of One Hundred on Problems of Tenure and after 1933 operated as the Committee on Tenure. The Association appointed a Committee on Academic Freedom in 1935. These two committees were merged in 1944.

Activities in 1947-48—Studies in cooperation with the NEA Research Division; open meetings for discussion of tenure problems; cooperation with state and local teacher organizations in holding tenure clinics in states where teachers have no tenure protection; investigation of tenure violations and in some instances provision of counsel to teachers involved in litigation; in cooperation with Advisory Committee on Tenure, promoting tenure legislation and studying operation of tenure in the states.

Issued Court Decisions under Tenure Laws—1932-1946; Teacher Tenure Analysis and Appraisal; Court Decisions on Teacher Tenure—1947; Teacher Tenure [with Department of Classroom Teachers]; Annual Report to Delegate Assembly.

The Committee recommends that: [1] Retiring committee members carry on until the newly constituted committee meets and that the first meeting of the year include both retiring and new members. [2] The advisory committee in each state and territory be continuously active, that each year state and local organizations be requested to submit lists of proposed appointees in April, and that the president be instructed to announce the appointment of advisory committee members by August 15 each year. [3] Sufficient funds be made available by NEA for such uses as may be determined by vote and approval of the Committee. [4] The Committee be preserved and implemented as an agency devoted to the promotion of greater security for the teaching profession. [5] The NEA authorize the Committee: to investigate at will cases of unfair treatment and dismissal of educators and to make public its reports at such times and in such manner as the Committee believes benefits the individual investigated or the teaching profession; to continue cooperation with state and local associations interested in securing or strengthening tenure. [6] A campaign be organized to extend tenure thruout the states.

Joint Committees

NEA and AMERICAN LEGION

Representing NEA

- ANDREW D. HOLT, *secy, Tennessee Education Assn, 321 7th Ave., N., Nashville 3, 1951, chairman*
M. R. DODD, *Berkeley County Schools, Martinsburg, W. Va., 1949*
R. B. ATWOOD, *president, Kentucky State College, Frankfort, 1953*
LLOYD T. UECKER, *supt of schools, Mitchell, S. Dak., 1952*
PAUL WAMSLEY, *prim., P.S. #51, 101 Hertel Ave., Buffalo 7, N. Y., 1950*
BELMONT FARLEY, *director, Press and Radio Relations, NEA headquarters contact*

Representing American Legion

- DAN C. HARTBAUER, *5103 Kincaid St., Pittsburgh, Pa., chairman*
DARRELL T. LANE, *c/o Army and Navy Club, Washington, D. C.*
JAMES J. DOYLE, *1046 Hayward St., Manchester, N. H.*
W. C. SAWYER, *director, National Americanism Commission, American Legion, Indianapolis, Ind.*
JOSEPH W. FERRIS, *291-95 Broadway, New York, N. Y.*
R. WORTH SHUMAKER, *American Legion headquarters contact*

Historical background—Cooperation between the NEA and the Legion began in 1921. The Joint Committee has been responsible for the association of the Legion and the NEA in support of federal aid to education and the observance of American Education Week.

Activities 1947-48—[1] Support of S472 and HR2953 thru the American Legion legislative representatives with Congress, thru the publications of the American Legion, and thru addresses by the National Commander, James F. O'Neil, former co-chairman of the Joint Committee. [2] Cooperation in the observance of American Education Week. Commander O'Neil spoke in behalf of

education from Monticello, home of Thomas Jefferson in Charlottesville, Va., November 1947. [3] Cooperation of the NEA and the American Legion in such projects as Boys State and Girls State, oratorical contests, junior baseball, safety education, child welfare, citizenship education, and living war memorials. [4] Reactivation of Legion-Schoolmasters Clubs on an informal state and local, not national, basis. As an aid to the organization of these clubs, the Joint Committee prepared a booklet of instructions for use by state and local leaders.

Recommendation—That Legionnaire Schoolmaster Clubs be organized in every state during 1948-49.

NEA and AMERICAN LIBRARY ASSOCIATION

Representing NEA

- AMANDA B. BONWELL, 2055 E. Broadway, Long Beach 3, Calif., 1953
THOMAS H. FORD, *supt of schools, Reading, Pa.*, 1949
MERLE S. WARD, *superintendent of schools, Valley City, N. Dak.*, 1952
ADA WING, *public-school librarian, Centralia, Wash.*, 1951
FRANK W. HUBBARD, *director, Research Division, NEA headquarters contact*

Representing ALA

- SUE HEFLEY, *State Dept of Education, Baton Rouge, La.*, 1951
MARGARET I. RUFVOLD, *School of Education, Indiana University, Bloomington*, 1949
MRS. CAROLINE R. SIEBENS, *Public Library, Brookline, Mass.*, 1950
MILDRED L. BATCHELDER, *school and children's library specialist, 520 N. Michigan Ave., Chicago 11, Ill., ALA headquarters contact*

Historical background—This Committee was first appointed as a special committee in 1931-32. In the 1944 reorganization of committees it became a joint committee.

Activities in 1947-48—The Committee met in the fall of 1947 and planned a series of popular leaflets on school library goals and standards. Several of these have been completed and are available, upon request, from the ALA, 50 E. Huron St., Chicago 11, or the NEA, 1201 Sixteenth St. N.W., Washington 6, D. C.

The Committee is cooperating with the ALA in the revision of its *Basic Book Collection for High Schools*.

There has been some discussion and correspondence about how to approach the problems of adequate teacher training in the use of a library and library materials, the preparation programs avail-

able in teachers colleges for school librarians, and the practices of local school systems in classifying and paying school librarians.

The Committee recommends that:

[1] The training and background of teachers and administrators include basic preparation necessary for the wise selection and use of children's and young people's books and other library materials which are essential tools in the instructional process.

[2] A high degree of consultative service on school library problems be provided in each state education department, with at least one school library adviser at the state level in each state.

[3] Specialized library services in local school systems be made available to every child of elementary- and secondary-school age at a ratio of one librarian for every 500 pupils.

Joint Committees

NEA and AMERICAN MEDICAL ASSOCIATION

Representing NEA

BERNICE MOSS, *Univ. of Utah, Salt Lake City*, chairman, 1949
LOUIS R. BURNETT, *Univ. of Maryland, College Park*, 1950
RUTH EVANS, 326 *Forest Park Ave., Springfield 8, Mass.*, 1951
MABEL E. RUGEN, *Univ. of Michigan, Ann Arbor*, 1952
G. E. ROUDEBUSH, *supt of schools, Columbus, Ohio*, 1953
BEN W. MILLER, *secy, American Association for Health, Physical Education, and Recreation, NEA headquarters contact*

Representing AMA

GLENVILLE GIDDINGS, 478 *Peachtree St. N. E., Atlanta, Ga.*, 1951
GEORGE M. LYON, *Huntington, W. Va.*, vicechairman, 1950
THURMAN B. RICE, 3167 *N. Delaware St., Indianapolis*, 1949
DEAN F. SMILEY, *consultant, Bureau of Health Education, American Medical Association, 535 North Dearborn St., Chicago, Ill.*, secretary, 1952

Historical background—Originally appointed in 1911 under the title Committee on Health Problems in Education to cooperate with a similar committee of the AMA, the two soon became the Joint Committee on Health Problems in Education. In 1921 the Joint Committee absorbed the Health Committee of the National Council of Education and was reorganized in its present pattern.

Activities during 1947-48—The work of the Committee has been carried on thru interim activities and a meeting held at NEA headquarters March 22-24, 1948.

Interim activities included completion of the fourth edition of *Health Education*, a manual for teachers and for students in teacher-education institutions. Published in June 1948, it is available from NEA and AMA headquarters.

Other interim activities included completion and publication of the bulletin, *Health Appraisals of School Children*, and continued distribution of the mimeographed and printed reports of the Joint Committee.

On the basis of suggestions received from delegates at a session during the NEA meeting in Cincinnati, several new projects are underway. These include a manual for physical education teachers relating to health problems in physical education, a bulletin on health and grooming problems which affect the social adjustment of adolescents, and a statement on classroom lighting. Resolutions relating to interschool boxing, absences from school due to illness, and administrative control of school health services were passed.

NEA and AMERICAN TEACHERS ASSOCIATION

Representing NEA

- RUTH M. WILLIAMS, *Winthrop College, Rock Hill, S. C., 1950, chairman*
I. R. AMERINE, *classroom teacher, Mound Jr HS, Columbus, Ohio, 1951*
MARION W. FOX, *121 N. Hartford Ave., Atlantic City, N. J., 1953*
AMY HINRICHS, *principal, Robert M. Lusher School, New Orleans, La., 1949*
ED MC CUSTION, *director of Negro education, State Department of Education, Little Rock, Ark., 1952*
HOWARD A. DAWSON, *director, Division of Rural Service, NEA headquarters contact*

Representing ATA

- H. COUNCIL TRENHOLM, *president, State Teachers College, Montgomery, Ala., 1949, secretary*
JOHN H. BRODHEAD, *principal, Reynolds School, Philadelphia, Pa., 1951*
WALTER N. RIDLEY, *Virginia State College, Petersburg, Va., 1952*
MARY L. WILLIAMS, *Garnet HS, 1011 Second Ave., Charleston, W. Va., 1949*

Historical background—This committee, authorized by the Executive Committee in 1926 under the title Committee on Educational Problems in Colored Schools, was continued by the Representative Assembly in 1927. In 1928 it became a joint committee of the NEA and the National Association for Teachers in Colored Schools which became the American Teachers Association in 1939.

Activities—[1] *Textbook materials*—Correspondence was continued with textbook publishers asking their further cooperation in omission of offensive statements relative to minority groups. Responses have been excellent.

[2] *Radio and motion pictures*—The committee has continued its contacts with broadcasting companies, Town Meeting of the Air, Junior Town Meeting League, the Institute for Radio in Education, and

others, seeking suggestions and cooperation in encouraging Negro participation.

[3] *Federal aid*—The committee has cooperated with NEA officials and leaders in education and Congress in efforts to secure federal aid which will help to equalize and provide adequate education for all children.

[4] *Intercultural relations*—The Committee desires to sponsor research on intercultural relations and the development of instructional programs in that field. Funds from private sources will be sought for that purpose.

[5] *Cooperative relationships*—The Committee has requested officials of the two associations in the states affected to have joint meetings to discuss mutual problems, including Negro representation in the NEA Representative Assembly.

Joint Committees

NEA and NATIONAL CONGRESS of PARENTS AND TEACHERS

Representing NEA

MAUDE FRAZIER, 224 S. Seventh St., Las Vegas, Nevada, 1949
EMILY A. TARBELL, 235 Glenwood Ave., Syracuse 7, New York
HAROLD C. WHITESIDE, *supervising principal*, Shelbyville, Del., 1952
AGNES SAMUELSON, *asst ed.*, NEA Journal, NEA headquarters contact

Representing NCPT

AGNES SAMUELSON, *education chairman*, NCPT, 1201 16th St. N. W., Washington 6, D. C., chairman
MRS. L. W. HUGHES, *president*, NCPT, Arlington, Shelby County, Tennessee
HEROLD C. HUNT, *supt*, Chicago Public Schools, Chicago, Illinois

Historical background—The Committee was authorized by the Representative Assembly in 1929. It has ranged in membership from six to 51. It was reorganized as a committee of six in 1939.

Purpose—The Committee endeavors to link the interests of school and home thru the general objectives and programs of both organizations and thru special joint activities.

Activities in 1947-48—Major emphasis has been focused upon projects. The one is to implement the Four-Point Program of the NCPT: *school education, health, world understanding, and parent and family life education*. Materials were included in the American Education Week packet and widely distributed by both organizations. Literature on various aspects of this program is now available from the NCPT office, 600 S. Michigan, Chicago.

The other special joint project has to do with parent-teacher efforts to help meet the school crisis. An inquiry blank

prepared by the NEA Research Division was sent to each state PTA president. It called for information regarding: [1] type of legislation supported, [2] measures to increase school revenues, and other pending programs, [3] outstanding achievements, and [4] methods of making teaching more attractive.

The replies, compiled by the NCPT office, are very illuminating. They indicate that a vast amount of work had been done in securing immediate and longtime improvements. The legislation supported, gains made, programs under way, and leadership in developing public concern demonstrate the values of cooperation in attaining mutual goals. For a summary of the findings of this inquiry see the April 1948 *National Parent-Teacher*, pages 30-33.

The NCPT resolution on professional standards and *salaries for teachers* has helped to arouse public sentiment for better salaries and working conditions for teachers.

AUDITING

H. A. ALLAN, *assistant secretary for business, NEA headquarters contact*

THIS COMMITTEE consists of three members appointed by the President shortly before the convention. The committee examines the detailed reports of the certified public accountants, who are employed with the approval of the Presi-

dent of the Association for a full and complete audit of all Association accounts. A report on this audit is made to the Representative Assembly. [Standing Rules 9 and 14]

BUDGET

EVERETT J. MC INTOSH, 62 *Front St., Weymouth, Mass., 1949, chairman*
MALCOLM P. MURPHY, *prin., Sacramento Senior Highschool, Sacramento, Calif., 1951*
H. C. ROBERSON, *director of personnel activities, Lima, Ohio, 1950*
ELEANOR P. ROWLETT, 4828 *W. Seminary Ave., Richmond 22, Va., 1951*
S. DAVID STONEY, *prin., Rivers Junior Highschool, Charleston 26, S. C., 1950*
H. A. ALLAN, *assistant secretary for business, NEA headquarters contact*

THE COMMITTEE consists of five members elected by the Board of Directors from its elected membership for three-year rotating terms.

The committee has its usual meeting in the NEA building at Washington, D. C., in June after the close of the

fiscal year, May 31. A budget for the ensuing year is prepared and submitted for approval of the Board of Directors. After the budget is approved, the chairman of the committee presents it to the Representative Assembly for final consideration and action. [Standing Rule 8]

BYLAWS AND RULES

MARY E. TITUS, 629½ *11th Ave., Huntington, W. Va., 1949, chairman*
WALTON B. BLISS, *executive secretary, Ohio Education Association, Columbus, 1951*
CATHLEEN CHAMPLIN, 1119 *S. 48th St., Philadelphia 43, Pa., 1953*
NANCY JONES, *secy, Wyoming Education Assn, Laramie, 1952*
GERTRUDE E. MC COMB, 1927 *South 6th St., Terre Haute, Ind., 1950*
HARRIETT M. CHASE, *chief asst to the secy, NEA headquarters contact*

AS PROVIDED in Article V, Section 1 of the Bylaws, this committee of five is charged with the responsibility of facilitating the business meetings of the Representative Assembly. It acts in an

advisory and interpretative capacity, relative to parliamentary and convention procedures. Each NEA President, in July after assuming office, appoints one new member to serve for five years.

NEA Convention Committees

CREDENTIALS

RAYMON H. KOCH, *supt, Darry Township Schools, Hershey, Pa.*, chairman
W. L. CHRISTIAN, *director, Division of Records, NEA headquarters contact*

This committee, consisting of one representative from each state, chosen for a term of one year by members of the state delegations, has the responsibility of certifying the delegates to the Representative

Assembly. A definite hour is fixed for the close of registration.

The subcommittee is authorized to make decisions covering questions pertaining to the seating of delegates.

ELECTIONS

MARION W. FOX, *121 N. Hartford Ave., Atlantic City, N. J.*, chairman
W. L. CHRISTIAN, *director, Division of Records, NEA headquarters contact*

THIS COMMITTEE, made up of from eight to ten members, including a chairman, appointed by the President shortly before the annual convention, is respon-

sible for the procedures of voting and for counting the ballots. The chairman reports the results of the election at the convention. [Standing Rule 4c]

NECROLOGY

MRS. WILLIE C. RAY, *supt of schools, Shelbyville, Ky.*, chairman
JOHN R. KING, *teacher, 2316 Oregon St., Bakersfield, Calif.*, secretary
HARRIETT M. CHASE, *chief asst to the secy, NEA headquarters contact*

This committee consists of one representative from each state chosen by the state delegation to serve for the following year. The committee compiles a list of all members of the Association who

have passed away during the year, submits this list to the executive secretary for publication in the annual volume of *Addresses and Proceedings*. [Standing Rule 13]

RESOLUTIONS

J. C. CHAPEL, *7939 26th Ave., Kenosha, Wis.*, chairman
JAMES H. WILSON, *superintendent of schools, Rocky Ford, Colo.*, vicechairman
W. L. VAN LOAN, *superintendent of schools, Corvallis, Oreg.*, secretary
WORTH MC CLURE, *exec. secy, Am. Assn of School Admin., NEA headquarters contact*

This committee makes recommendations to the Representative Assembly on questions "national in scope and educational in nature," for public pronouncement of general policies of the Associa-

tion. Report consists of *platform* and *resolutions*. Issues of marked current interest are the subject of resolutions and general policies have been gathered together into the platform.

NEA DEPARTMENTS

DURING ITS FIRST 13 years the Association met as one body, without subdivisions, all addresses being made before the entire Association. By creation of departments the NEA developed a satisfactory method of meeting the special as well as the general needs of educators.

The first departments of the National Education Association were created in 1870. At the Cleveland convention of that year two organizations which had grown up separately united with the National Teachers' Association to form the National Educational Association. These organizations were the National Association of School Superintendents, organized in 1865, and the American Normal School Association, organized in 1858. Other departments were formed for elementary and higher education.

Since 1870 departments have been admitted into the Association family from time to time, until in 1948-49 there are 29, listed on succeeding pages.

The trend toward alignment of the various subjectmatter groups with the Association is an encouraging one, for on unified professional organization rests to a great extent, the responsibility for educational advance.

In 1922 the NEA Department of Superintendence (now the American Association of School Administrators) brought an executive secretary and staff to headquarters. Some of the other departments have since followed their example.

The Department of Elementary School

Principals came to headquarters in 1931.

The National Association of Deans of Women in 1931.

The Association for Supervision and Curriculum Development in 1936.

The American Association for Health, Physical Education, and Recreation in 1937.

The National Association of Secondary-School Principals in 1940.

The National Council for the Social Studies in 1940.

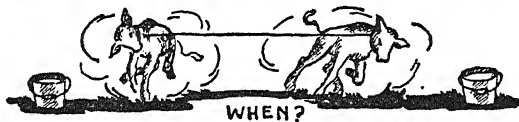
The NEA Department of Classroom Teachers in 1940.

The Department of Higher Education in 1944.

United Business Education Association in 1946.

The affairs of the Department of Rural Education are administered by the Division of Rural Service, established at headquarters in 1936. The director of this Division serves as executive secretary of the Department.

Similarly, the director of the Division of Audio-Visual Instructional Service serves as executive secretary of the Department of Audio-Visual Instruction, and the director of the Division of Adult Education Service serves as executive secretary of the Department of Adult Education. The director of the Research Division is executive secretary of the American Educational Research Association. The National Science Teachers Association has a representative at NEA headquarters.



ADULT EDUCATION

President—THOMAS A. VAN SANT, *director of adult education, board of education, Baltimore, Md.*

Vicepresident—EVERETT C. PRESTON, *director, division of adult education, state department of public instruction, Trenton, N. J.*

Executive secretary—LELAND P. BRADFORD, 1201 16th St., N.W., Washington 6, D. C.

Executive Committee

THOMAS A. VAN SANT, *president of dept*; EVERETT C. PRESTON, *vicepresident of dept*;
HENRY J. PONITZ, *supvr, extended education, state dept. of education, Mich.*
PAUL SHEATS, *University Extension, University of California, Los Angeles*
CYRIL O. HOULE, *Dean of University College, University of Chicago, Chicago, Ill.*

Regional Vicepresidents

I—SARAH F. SMITH, *dir. Adult Education, Public Schools, Stamford, Conn.*

II—ALBERT A. OWENS, *director of school extension, School District of Philadelphia, Philadelphia 3, Pa.*

III—K. A. SCHNEIDER, *dir. Div. of Vocational and Adult Education, Richmond Public Schools, Richmond, Va.*

IV—M. S. ROBERTSON, *field representative, US Office of Education, Division of School Administration, Baton Rouge 11, La.*

V—ANDREW HENDRICKSON, *prof. of adult education, Ohio State Univ., Columbus*

VI—LLOYD M. WOLFE, *dir. of adult education, Public Schools, Jackson, Mich.*

VII—ALICE V. MYERS, *Community College, Drake Univ., Des Moines, Iowa*

VIII—ALICE SOWERS, *dir., Family Life Institute, University of Oklahoma*

IX—JACOB HOMER MILLIKIN, *dir. of extension, Texas Technical College, Lubbock, Texas*

X—MARGARET HOKE, *exec. secy of Adult Education Council of Denver, Colo.*

XI—LOUISE W. HEYL, *dir. of adult education, Excelsior Union High School, Norwalk, Calif.*

XII—STEPHEN E. EPLER, *dir., Vanport Extension Center of the Oregon State System of Higher Education, Portland 17, Ore.*

Dues—\$2

Membership—2500

Meeting—October 27, 28, 29

Historical background—In 1921 more than 5,000,000 immigrants in the United States could not speak, read, or write

English and more than 2,000,000 could not read or write any language. This challenge brought about founding of the NEA Department of Immigrant Education that year. In 1924 the name was changed to the Department of Adult

NEA Departments

Education. The nature of its work has broadened correspondingly.

Activities during 1947-48—This past year has been devoted to the promulgation of adult education in all parts of the country. Everywhere there has been special attention to the inception of newly organized state associations along with strengthening of old-line groups.

Other achievements—[1] Publication, bimonthly, of the *Adult Education Bulletin with Veterans Education Supplement*.

[2] Advancement of a joint committee to study principles, programs, and practices of adult education.

[3] Continued experimentation on the technics of conference planning; continuation of research in conjunction with

the Research Center for Group Dynamics at the University of Michigan in group methods; continuation in research of methods in leadership training and stimulation of leadership-training institutes in various parts of the country.

Recommendations and plans—

[1] Sponsorship of the Training Laboratory in Group Development, a cooperative project in educational dynamics, in conjunction with the Massachusetts Institute of Technology at Bethel, Maine, June 13-July 3.

[2] Followup publication in book and article forms of the findings of the Training Laboratory in Group Development.

[3] Long-range planning of pamphlets, manuals and books about problems of adult education.

WHILE theoretically every teacher should be an active participant in the business of the association, a large share of the work in actual practice must be done by the committees of the local. If committee activities are properly planned a large proportion of the teachers in every local will be on some committee, nearly if not actually all of them serving within a period of a few years.—From a GUIDE TO ACTION FOR LOCAL ASSOCIATIONS, Wisconsin Education Association, March 1946

AMERICAN ASSOCIATION for HEALTH, PHYSICAL EDUCATION, and RECREATION

President—RUTH EVANS, *public schools, Springfield, Mass.*

President-elect—CARL L. NORDLY, *University of Minnesota, Minneapolis*

Past-president—VAUGHN S. BLANCHARD, *Board of Education, Detroit, Mich.*

Vicepresident, health education—CHARLES C. WILSON, *Yale Univ., New Haven, Conn.*

Vicepresident, physical education—WILLIAM K. STREIT, *Board of Education, Cincinnati, Ohio*

Vicepresident, recreation—VERNE LANDRETH, *State Education Department, 1005 Black Building, Los Angeles 13, Calif.*

Executive secretary-treasurer—BEN. W. MILLER, *1201 16th St. N. W., Wash. 6, D. C.*

District Representatives

Central—ELIZABETH HALSEY, *State University of Iowa, Iowa City*

Eastern—GEORGE W. AYARS, *State Dept. of Education, Dover, Del.*

Midwest—LEON KRANZ, *Northwestern University, Evanston, Ill.*

Northwest—CLAIR V. LANGTON, *Oregon State College, Corvallis, Oreg.*

Southern—THOMAS E. MC DONOUGH, *Emory University, Ga.*

Southwest—ALICE O. BRONSON, *University of Utah, Salt Lake City*

Dues—Membership, \$3.50; professional, \$10; student, \$1.50

Membership—17,231

Meeting—April 18-23, 1949, Boston, Mass.

Historical background—This NEA department is the result of a merger in 1937 of the American Physical Education Association [founded in 1885 as the American Association for the Advancement of Physical Education; name changed in 1903] and the Department of School Health and Physical Education of the NEA [which had its beginning as the Department of Child Study in 1894]. The Department holds its annual national meeting in April. In addition to the national organization there are six

regional district organizations—eastern, midwestern, central, southern, northwestern, and southwestern. Permanent headquarters were established at the NEA in 1937.

Activities during 1947-48—Defined and clarified new horizons of the profession; published second membership directory; reorganized structure and provisions for professional editorial assistance for the *Journal of Health and Physical Education* [ten issues published] and the *Research Quarterly* [four issues published]; strengthened the staff and services of the headquarters office; secured wide endorsement of a health education platform; reorganized the recreation division; established new general

NEA Departments

sections on elementary schools, aquatics, and camping and outdoor education; dedicated and presented the *Column of Youth* to the NEA; cooperated actively in international conferences; assisted in national conferences and projects on problems such as undergraduate professional preparation, facilities, cooperation of the physician, national health, family life, citizenship, highway safety and welfare needs; completed health education platform, sample state law, and statement on cardinal athletic principles and minimum eligibility requirements; completed two publications, *The Physical Education Instructor and Safety* and *The High School Principal and Safety* in cooperation with the National Commission on Safety Education and the National Association of Secondary-School Principals; cooperation with various groups in formulating a public-health policy relating to school-health legislation; helped revise *Health Education*.

Recommendations and plans—Develop a statement on the philosophy of health, physical education, and recreation; study contributions and relationships of youth hosting and encourage the profession to expand and extend the movement; clarify duties of district association officers and representatives; complete development of a professional ethics code; establish a workable program of relationships between health, physical education, and recreation and the program of national defense; integrate and intensify efforts of the profession in international relations and participate in the

Pan American Congress of Physical Education; implement recommendations of the National Conference for Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation; introduce and promote passage of specialized legislation for a coordinated program and ward off ill-advised legislation; participate officially in observance of American Education Week; complete physical education platform; assist in preliminary planning for 1950 Health Yearbook of the Department of Elementary School Principals; support more aggressively the work of the NEA; complete two publications for rural schools in cooperation with the NEA Department of Rural Education; strengthen local, state, and district associations and facilitate closer cooperation with state teachers associations; publish a special book on research methods applied to the field; secure official affiliation and closer working relationships with 11 additional national groups; promote US participation in the World Health Organization; assist in planning and construction of school buildings; repeal of the federal admissions tax to school contests and activities; help establish full-time local health units; assist in initiating a national recreation policies committee; clarify further the professional objectives and program in inter-group relationships; secure physical education and recreation consultants for headquarters; strengthen association's internal structure; increase membership to 21,000; conduct convention in Boston, April 18-23.

AMERICAN ASSOCIATION of COLLEGES for TEACHER EDUCATION

President—WALTER E. HAGER, *president*, Wilson Teachers College, Washington, D. C.
Vicepresident—WILLIAM S. TAYLOR, *dean*, College of Education, University of Kentucky, Lexington
Secretary-Treasurer—CHARLES W. HUNT, *president*, STC, Oneonta, N. Y.
Associate Secretary—WARREN C. LOVINGER, STC, Oneonta, N. Y.
NEA headquarters contact—WILLIAM G. CARR, *associate secretary*

Executive Committee

ROBERT E. MC CONNELL, *president*, Central Washington College of Education, Ellensburg, Wash., 1952
WESLEY E. PEIK, *dean*, College of Education, Univ. of Minn., Minneapolis, 1951
ROBERT G. BUZZARD, *president*, Eastern Illinois STC, Charleston, 1950
LUCIUS A. WHIPPLE, *president*, Rhode Island College of Education, Providence, 1949
GEORGE W. DIEMER, *president*, Central Mo. State College, Warrensburg, 1949

Committee on Studies and Standards

MARION R. TRABUE, *dean*, Pennsylvania State College, State College, 1953
WALDO E. LESSENGER, *dean*, College of Education, Wayne University, Detroit, Mich., 1953
LLOYD P. YOUNG, *president*, Keene Teachers College, Keene, N. H., 1952
EDWARD S. EVENDEN, *prof. of education*, Teachers College, Columbia University, N. Y., 1951
OTTO W. SNARR, *president*, STC, Moorhead, Minn., 1951
CHARLES L. ANSPACH, *president*, Central Mich. College of Education, Mount Pleasant, 1950
JOHN G. FLOWERS, *president*, Southwest Texas, STC, San Marcos, 1949, *chairman*

Committee on Accrediting

JAMES B. EDMONSON, *dean*, College of Education, University of Mich., Ann Arbor, 1953
DABNEY S. LANCASTER, *president*, STC, Farmville, Va., 1952
MALCOLM PRICE, *president*, STC, Cedar Falls, Iowa, 1951
KARL L. ADAMS, *president*, Northern Ill., STC, DeKalb, 1950
RALPH N. TIREY, *president*, Indiana State Teachers College, Terre Haute, 1949, *chairman*

NEA Departments

Dues [institutional]—\$50 to \$250 per year dependent on enrolment.

Members [institutional]—259

Meeting—Annual

Historical background—The American Association of Colleges for Teacher Education was founded in 1948 as the result of a merger of the National Association of Teacher Education Institutions in Metropolitan Districts, the National Association of Colleges and Departments of Education, and the American Association of Teachers Colleges. The oldest of these associations was founded in 1917. Its immediate predecessor dates back to early in the century; the first association in this field, to 1858.

The American Association of Colleges for Teacher Education publishes a yearbook which contains reports of committees, articles on teacher education, studies made by the Association, and a list of accredited member institutions. This yearbook and those published by the American Association of Teachers Colleges from 1922 thru 1947 afford the most valuable single source of discussion and information in the field of teacher education in the nation. Yearbooks may be obtained thru the Secretary's Office.

Organization—This association works thru three standing committees—Executive, Accrediting, and Studies and Standards. The Executive Committee is a clearinghouse for teacher-education problems. The Committee on Accrediting implements the work of the Committee on Studies and Standards. The program of the association is aimed toward the edu-

cation of all staff members. The Committee on Studies and Standards carries on a series of studies related to the work of member institutions.

Some of these studies take form eventually as standards which are used in the accreditation of its members. The goals set under these standards undergo change and elaboration from year to year.

The studies reported by this Committee during the past year include: School and Community Laboratory Experiences in Teacher Education, General Education in Teachers Colleges, Recommended Standards Governing Professional Laboratory Experiences and Student Teaching, Control and Support of Teachers Colleges, A Quarter Century of Standards.

Current studies of the Committee include: student personnel services, survey schedules, science offerings and facilities, health education, conservation education, salary schedules, teaching loads, graduate programs in teacher education.

Activities—The first School for Executives under the auspices of the American Association of Colleges for Teacher Education is being held at Estes Park, Colorado in August of 1948. The AATC had held such schools in 1942, 1944, 1946.

In February the Committee on International Aspects of Teacher Education was appointed and has since been active in the field of international education. One of its projects for 1948 and 1949 is a program of assistance in the reconstruction of teacher education in Germany and Austria, carried on with assistance of a Rockefeller Foundation grant.

AMERICAN ASSOCIATION of SCHOOL ADMINISTRATORS

President—WILLARD E. GOSLIN, *supt of schools, Pasadena, Calif., 1949*

First vicepresident—HEROLD C. HUNT, *general supt of schools, Chicago, Ill., 1949*

Second vicepresident—ALFRED D. SIMPSON, *associate professor of education, Harvard University, Cambridge, Mass., 1949*

Executive secretary—WORTH MC CLURE, *1201 16th St., N. W., Washington 6, D. C.*

Executive Committee

HOBART M. CORNING, *supt of schools, Washington, D. C., 1949*

GEORGE E. ROUDEBUSH, *supt of schools, Columbus, Ohio, 1950*

PAUL LOSER, *supt of schools, Trenton, N. J., 1951*

IRBY B. CARRUTH, *supt of schools, Waco, Texas, 1952*

Exofficio—*President, first and second vicepresidents*

Dues—\$10 plus membership in NEA
Membership—6400

Meeting—As determined by Executive Committee. Usually in Feb. or Mar.

Historical background—At the meeting of the National Teachers' Association in Harrisburg, Pennsylvania, in August 1865 the National Association of School Superintendents was formed. The first meeting was held in 1866.

In 1870 the Association became one of the four original departments of the National Educational Association. Under the act of incorporation of the NEA, passed by Congress in 1906, it was called the Department of Superintendence of the National Education Association. In 1921 the Department was reorganized with a fulltime executive secretary at NEA headquarters. At the New Orleans convention in February 1937, the Department adopted a revised constitution and bylaws which changed the name to the

American Association of School Administrators.

Activities during 1947-48—Major activities were continued expansion of the Educational Research Service; development of yearbooks and other publications, including a superintendent's guide for intergroup education; sponsoring a conference of presidents of state associations of school administrators with a view to extending the association's services; and organization and planning of the 1948 convention. Some 12,000 persons attended the Atlantic City convention, built around the theme, "The Expanding Role of Education." Ten general programs featured speakers of national prominence; 36 afternoon groups discussed practical school problems.

The 1948 yearbook, *The Expanding Role of Education*, was distributed to members in February. Prepared by a commission appointed in 1946, the pub-

NEA Departments

lication outlines the essential features of an expanded and enriched school program, covering the extension of educational opportunity to more people, and the inclusion of areas of experience and types of service now found only in the twilight zones of accepted practice. Of particular interest is the commission's estimate that an 8 billion dollar annual budget will be required on the basis of 1948 purchasing power to provide an adequate program of education for an America that will remain free. Ways and means in terms of personnel, school buildings, and finance are critically discussed.

From Sea to Shining Sea, prepared by the Commission on Intergroup Education, was distributed to members in September. It is an administrators handbook on intergroup education.

Members also received the 1948 *Official Report*, a subscription to the *NEA Research Bulletin*, and nine numbers of *The School Administrator*.

The number of subscribers to the Educational Research Service, which is operated jointly by the AASA and the NEA Research Division, increased from 664 to 719. Subscribers—including city, county, and state school systems, colleges and universities, and educational organizations—received more than 100 publications in addition to special services furnished in response to requests for assistance in solving individual problems. The annual fee is \$35.

Recommendations and plans—Believing that school administration is at the

threshold of a new generation, officers of the association early in 1946 appointed a planning committee to survey present activities and make recommendations. This committee's report was presented at Atlantic City in March 1947, where it was voted upon plank by plank. Ballot results showed a practically unanimous adoption. The platform, widely distributed following the convention, provides the association for the first time with a statement of principles and beliefs. Currently of special interest are these planks selected from the association platform:

We as school administrators propose to work for:

Professionally competent administrative leadership, dedicated to the service of good teaching in every community.

Salaries and conditions which will attract and retain good teachers.

Smaller classes, more individualized teaching, and more adequate materials and equipment—thus providing a better educational program for each child.

Wide sharing with teachers and others in the cooperative formulation of educational policies and programs on local, state, and national levels.

Yearbooks—A commission headed by Superintendent W. T. White of Dallas, Texas, is preparing the 1949 yearbook in the general field of serving the modern school program thru building design, equipment, and instructional aids.

Another commission chairmanned by Superintendent Lowell P. Goodrich of Milwaukee is preparing the 1950 yearbook in the field of public relations.

AMERICAN EDUCATIONAL RESEARCH ASSN

President—WILLARD C. OLSON, *prof. of education, Univ. of Mich., Ann Arbor*

Vicepresident—HELEN M. WALKER, *prof. of education, Teachers College, Columbia University, New York, N. Y.*

Secretary-treasurer—FRANK W. HUBBARD, *director, NEA Division of Research*

Executive Committee—*President, vicepresident, secretary-treasurer, plus:*

DOUGLAS E. SCATES, *prof. of education, Duke Univ., Durham, N. C.*

HARRY A. GREENE, *prof. of education, State Univ. of Iowa, Iowa City*

Editorial Board—*President, vicepresident, secretary-treasurer, plus:*

HARRY A. GREENE, *prof. of education, State Univ. of Iowa, Iowa City*

ARNOLD JOYAL, *pres., Fresno State College, Fresno, Calif.*

JOHN DALE RUSSELL, *director, Division of Higher Education, US Office of Education, Washington, D.C.*

NEA headquarters contact—FRANK W. HUBBARD

Dues—Active, \$7; associate, \$6

Membership—602

Historical background—Schools in the nineteenth century made little use of scientific research or objective measurement. By 1915 the movement had made such headway that leaders formed the National Association of Directors of Educational Research, later the American Educational Research Association.

Active members are persons engaged in technical research in school systems, such as directors of research and instructors in school systems. Associate members are persons interested in educational research but not eligible for active membership.

The first number of the *Review of Educational Research*, published five times a year since then, appeared in January 1931. The *Review*, which treats a

cycle of recurring topics, summarizes in each issue the research studies and scientific investigations on a specific topic and includes extensive bibliographies.

Activities during 1947-48—[1] The editorial committee has issued the *Review of Educational Research* on five separate topics. [2] The Association held its annual conference in Atlantic City in February 1948. [3] Under the direction of its Board of Editors a revision of *The Encyclopedia of Educational Research* is being prepared.

Plans and recommendations—The Department is now at work upon [1] cooperative relationships with other groups so as to increase the application of research findings; and [2] informing federal authorities and the American people of the role of educational research in building a strong America thru the use of social science research.

NEA Departments

AMERICAN INDUSTRIAL ARTS ASSOCIATION

President—WALTER R. WILLIAMS, JR., *Univ. of Florida, Gainesville*

Vicepresident—DE WITT HUNT, *Oklahoma A and M College, Stillwater*

Executive secretary and treasurer—D. ARTHUR BRICKER, 216 East Ninth St., Cincinnati Public Schools, Cincinnati 2, Ohio

Chairman, Liaison and Advisory Board—WILLIAM E. WARNER, *Ohio State University, Columbus 10, Ohio*

Chairman, Editorial and Publications Board—ANTHONY T. STAVASKI, *STC, California, Pa.*

Chairman, Curriculum Commission—LOUIS V. NEWKIRK, 218 N. LaSalle St., Chicago, Ill.

Chairman, Memberships—J. LYMAN GOLDSMITH, 1205 W. Pico Blvd., Los Angeles 15, Calif.

Chairman, Affiliations—JOHN M. HURLEY, 110 Livingston St., Brooklyn 2, N. Y.

Chairman, State Supervision—G. WESLEY KETCHAM, *State Department of Education, Hartford, Conn.*

Chairman, Commercial Exhibits—J. ELY VAN HART, *Board of Education, City Hall, Elizabeth 4, N. J.*

Chairman, School Exhibits—HARVEY K. MEYER, *Univ. of Florida, Gainesville*

Chairman, Committee on Safety—DE WITT HUNT, *Oklahoma A and M College, Stillwater*

Chairman, Committee on Teacher Education—JOHN A. WHITESEL, *Miami Univ., Oxford, Ohio*

Dues—\$2; student—\$1

Membership—1030 as of May 6, 1948

Historical background—The American Industrial Arts Association became an NEA department in July 1942.

Activities during 1947-48—Emphasis upon the new curriculum in industrial arts was the feature of the 1948 convention of the department.

A new type definition of industrial-arts education was published in the March 1947 *The Industrial Arts Teacher*. The definition was developed in six parts: function, scope, content, methods, physical settings, and history. The groundwork, presented at the Columbus con-

vention, was approved and action taken to prepare a 16-page edition of 30,000 copies for free distribution to industrial-arts teachers, principals, superintendents, schoolboards, and others. It is hoped that state departments will find it possible to excerpt portions of this publication for use in their programs.

The Association has promoted public relations and will extend its service to its 38 affiliated organizations.

The Industrial Arts Teacher has gained national prestige. Timely articles on industrial-arts education and scholarly editorials have appeared in each issue. It is published as a professional service.

ASSOCIATION for SUPERVISION and CURRICULUM DEVELOPMENT

President—WALTER A. ANDERSON, *professor of education, New York University, N. Y.*

First vicepresident—BESS GOODYKOONTZ, *director, Division of Elementary Education, US Office of Education, Washington 25, D. C.*

Second vicepresident—RUTH CUNNINGHAM, *associate professor of education, Teachers College, Columbia University, N. Y.*

Field Secretary—JENNIE WAHLERT, *principal, Jackson School, St. Louis, Mo.*

Executive Secretary—GERTRUDE A. HANKAMP, *1201 16th St., N. W., Washington 6, D. C.*

Executive Committee

MARY A. HADDOW, *director of elementary curriculum, Youngstown, Ohio*

PRUDENCE BOSTWICK, *supervisor, Denver Schools, Denver, Colorado*

GLADYS POTTER, *deputy superintendent, Long Beach, California*

Dues—\$5 [\$2.50 student membership]

Membership and subscriptions—5800

Meeting—February 1949, New York City

Historical background—The Department of Supervisors and Directors of Instruction had its inception as an independent society called the National Conference on Educational Method, organized in February 1921. The first number of its publication, the *Journal of Educational Method*, was published in September of the same year. At the Boston meeting of the NEA in February 1928 the name of the society was changed to the National Conference of Supervisors and Directors of Instruction, and the Executive Committee was instructed to prepare a petition asking for acceptance as an NEA department. This petition was acted upon favorably at the Minneapolis meeting in July 1929 and a regular department was thus created.

On March 1, 1943, the Department of Supervisors and Directors of Instruction merged with the Society for Curriculum Study, founded in 1924, and changed the name of the organization to the Department of Supervision and Curriculum Development. On January 1, 1946 the title of the organization was changed to the Association for Supervision and Curriculum Development by a majority vote of the membership. The Association publishes a journal, *Educational Leadership*, and a yearbook.

Activities during 1947-48—The third independent national convention, held in Cincinnati February 15-18, 1948, was attended by approximately 1100 members and interested participants who met to work together on problems of instructional improvement. Each of 15 discussion groups met for three work periods

NEA Departments

and concentrated on problems of concern in developing better schools. A membership poll following the meeting indicates the majority favor the group process type of meeting. A summary of the meeting with highlights of the general sessions and discussions is available for 50¢ from the ASCD office.

During the past year particular attention has been given to furthering the work of state and regional groups. At present 23 state groups and one region (comprising four states) have completed requirements for affiliation.

Field-work service from the national office to these local groups and the strengthening of activities within the groups are points of emphasis. Projects meeting the needs of a particular state, publications for the national group, short study conferences, and longer summer conferences are among the activities carried on. Three such conferences were held in the summer of 1947 and several are planned thruout the country for 1948.

Other projects are: a research board to act in an advisory capacity in the field of needed curriculum research; a committee working on modern concepts concerning the community school; a liaison committee to work with manufacturers and publishers in identifying needs and more efficient use of instructional tools; and a commission to consider the teacher evaluation problem.

The 1947-48 publications program has included eight regular issues of *Educational Leadership* with such themes as the schools in time of social conflict;

group dynamics; good environments for learning; and materials of instruction.

Themes for 1948-49 include education's place in remaking the world; controversial issues; the experience curriculum in action; and mental hygiene.

The *News Exchange*, sent approximately eight times a year to all members, is valuable in getting member reaction and suggestions.

The joint efforts of ASCD, the National Council for the Social Studies, and the NEA International Relations Committee have resulted in a publication on international understanding which will appear early in the summer.

A committee of the Northwest Curriculum Society of ASCD has produced a publication, *The Department Head and Instructional Improvement*, investigating the role of the department head in the secondary-school program.

Five educators have compiled a new *List of Outstanding Teaching and Learning Materials*, with reference sources for materials on curriculum trends. The 1948 edition of the *Bibliography on Elementary Education and Related Fields* is another new publication.

Organizing the Elementary School for Living and Learning is the 1947 yearbook, and *Large Was Our Bounty: Natural Resources and the Schools* is the 1948 yearbook. Both are important publications in their fields, filling definite needs.

Publications dealing with such aspects as group processes in supervision, better teaching, and teachers for our times will appear during the year.

AUDIO-VISUAL INSTRUCTION

President—STEPHEN M. COREY, *Univ. of Chicago, Ill.*

First vicepresident—F. DEAN MC CLUSKY, *Univ. of California, Los Angeles*

Second vicepresident—FRANCIS W. NOEL, *State Dept. of Education, Sacramento, Calif.*

Executive secretary—VERNON G. DAMERON, *1201 Sixteenth St. N. W., Wash. 6, D. C.*

Dues—\$3

Membership—1000

Historical background—At the Oakland-San Francisco meeting in July 1923, the Academy of Visual Instruction became affiliated with the NEA as the Department of Visual Instruction. A short time later, the Visual Instruction Association of the United States merged with the Department. The name was changed to the Department of Audio-Visual Instruction in 1947. DAVI meets twice a year.

Activities during 1947-48—[1] A program of immediate services was developed in October at the Kansas City meeting of the National Executive Committee. It includes: [a] collection and dissemination of information on: classroom utilization of audio-visual materials; availability of audio-visual specialists for participation in state education association meetings and for consultation on local specialized audio-visual problems; audio-visual courses and conferences for the guidance of school systems and institutions of higher education; improvement of audio-visual programs in teachers colleges; [b] offering assistance to NEA departments in channeling audio-visual information and articles to their journals, planning and conducting audio-visual sessions for their meetings; [c]

cooperation with state departments of education and state legislatures to obtain improved facilities and practices in pre-service education in teachers colleges; [d] preparation of audio-visual bulletins and assembling reprints of selected articles on each of several phases of the audio-visual field.

[2] A three-day conference was held last February in Atlantic City. A second conference was held in July in Cleveland.

[3] National Executive Committee meetings were held in Kansas City, Atlantic City, and Cleveland.

[4] Six state and four regional divisional organizations were established and affiliated.

[5] Major audio-visual projects were proposed by seven NEA departments for joint DAVI action. Three of these are now in progress.

Plans for 1948-49—[1] Work will be continued on the program of immediate services and the two long-range projects: "What constitutes adequate audio-visual programs?" and "What constitutes adequate school building architectural facilities for audio-visual programs?" [2] DAVI plans to expand its services thru close cooperation with audio-visual organizations of state educational associations; [3] Publications are expected from at least four committees.

CLASSROOM TEACHERS

President—MRS. SARAH C. CALDWELL, *biology teacher, Garfield Highschool, 121 East-gay, Akron 13, Ohio*

Vicepresident—PHILIP WARDNER, *English teacher, Garden City Highschool, 61 Hilton Ave., Garden City, N. Y.*

Secretary—HAROLD B. FRESHLEY, *science and mathematics, Santa Fé Highschool, 514 Sandia St., Santa Fé, N. Mex.*

Director exofficio—MARIE A. ERNST, *English teacher, Soldan Highschool, 2903 Russell Blvd., St. Louis 4, Mo.*

Executive secretary—HILDA MAEHLING, *1201 Sixteenth St., N. W., Wash. 6, D. C.*

Regional Directors

Northeastern—ELIZABETH M. BURNHAM, *10 Bramhall Place, Portland, Me.*

Southeastern—MRS. JESSIE P. FUGETT, *mathematics teacher, Lexington Highschool, Swigert Ave., Lexington, Ky.*

North Central—RUTH ANN WHITE, *English teacher, East Highschool, 505 James Avenue, Rockford, Ill.*

South Central—MRS. ILA M. NIXON, *elementary teacher, Park Hill School, 127 West F. Park Hill, N. Little Rock, Ark.*

Northwestern—MARTHA A. SHULL, *English teacher, Jefferson Highschool, 2686 N. W. Overton St., Portland 10, Ore.*

Southwestern—MARY VIRGINIA MORRIS, *elementary teacher, Soto St. School, 4160 Rosewood Ave., Los Angeles 4, Calif.*

Dues—Any classroom teacher who is a member of the NEA is also a member of this Department.

Membership—Approximately 85 percent of the NEA membership

Historical background—This Department was created in 1913, in response to petitions representing classroom teachers thruout the country. It was reorganized under a constitution at the Boston meeting in July 1922. In that year a Division of Elementary-School Service, later renamed the Division of Classroom Service, was created to take care of its work. Permanent headquarters for the Department were created in 1940 and a fulltime

secretary brought to the NEA in 1947.

Activities during 1947-48—*Affiliate Records:* The Department has handled the records, correspondence, and promotional work in connection with the affiliated associations of the NEA. The Department assists officers of these affiliated units with their organizational problems. Approximately 352 associations have affiliated during the current year, making a total of 2322.

Publications: Cooperating with the NEA Research Division, the Department has issued a series of discussion pamphlets for use by local associations. Ten

have been published—*Teacher Tenure*, *Teacher Retirement*, *Planning Postwar Education*, *Paying for Schools*, *Ethics for Teachers*, *Credit Unions for Teachers*, *Teacher Leaves of Absence*, *Salary Scheduling*, *School Marks and Promotions*, and *Teacher Rating*. Others will be published later.

Three issues of the *News Bulletin* have been published, emphasizing and dignifying the work of locals and furnishing a channel for exchange of ideas among leaders.

The *Official Report*, which contains a summary of the year's work of the Department together with reports from the officers and committee chairmen, was published.

Field Work: Officers of the Department have contacted approximately 150,000 teachers in 46 states, taking part in regional and state conferences, state association conventions, local association meetings, and planning conferences with legislative and executive committees.

Regional Conferences: Six successful regional conferences were held [Southeast—Atlanta, Georgia; North Central—Chicago, Illinois; South Central—Monroe, Louisiana; Northwest—Helena, Montana; Northeast—Harrisburg, Pennsylvania; Southwest—Albuquerque, New Mexico] as training schools for local and state leaders.

Advisory Council: Meetings of the advisory council were held in Nashville, Tennessee; Washington, D. C.; Chicago, Illinois; Little Rock, Arkansas; Portland, Oregon; and Los Angeles, California.

Committees: The second annual joint committee conference of the Department was held at NEA headquarters on November 28-29, 1947. Committee members discussed problems in international relations, professional relations, public relations, evaluation of teaching, and program planning. Each chairman presented a formal report at the convention in July.

Summer Conference: The Department held a national conference for classroom teachers at Miami University, Oxford, Ohio, July 12-23, 1948. The conference offered a splendid opportunity for classroom teachers to discuss new trends in education, to exchange ideas, to learn how other groups are meeting their problems, and to discuss organization plans and technics. The theme for the conference was centered around the topic, "Mobilizing the Force of Classroom Teachers To Strengthen the Moral Fibre of the Nation."

Recommendations and plans—[1] To meet constant demand for materials and information on how to organize a local association and suggestions on committee activities, materials are being prepared to assist local groups.

[2] Realizing that the growth and progress of the local association is a vital part of the Victory Action Program, the Department will undertake a more intensive program of direct assistance to local associations. A series of wellplanned meetings will be held in several states to stimulate activities of the existing local organizations and to encourage organization of additional groups.

NEA Departments

ELEMENTARY SCHOOL PRINCIPALS

President—RAYMON W. ELDRIDGE, *Lawrence School, Brookline, Mass.*

First Vicepresident—EUGENE H. HERRINGTON, *Ebert School, Denver 5, Colo.*

Second Vicepresident—MAMIE REED, *9060 Ladue Road, St. Louis County, Mo.*

Third Vicepresident—R. L. BOOKER, *1158 Gorgas St., Mobile 20, Ala.*

Fourth Vicepresident—MARY M. GREENLEE, *Box 236, Mooresville, N. C.*

Fifth Vicepresident—ALICE L. JEFFORDS, *New Franklin School, Portsmouth, N. H.*

Executive Committee

FLORENCE GABRIEL, *Malvern School, Malvern and Falmouth Roads, Shaker Heights, Ohio, 1949*

MRS. BLANCHE L. SCHMIDT, *Box 426, Dos Palos, Calif., 1950*

THOMAS E. PIERCE, *Box 3745, Texas State College for Women, Denton, Texas, 1951*

EDWON L. RIGGS, *Creighton School, School District 14, Phoenix, Ariz., 1952*

Life Membership Division, HERBERT C. HANSEN, *director, 1045 N. Lockwood Ave., Chicago, Ill.*

Executive Secretary, EVA G. PINKSTON, *1201 Sixteenth St., N. W., Washington 6, D. C.*

Dues—Regular membership, \$5; Life Membership \$100

Membership—10,300

Historical background—The elementary-school principalship came in response to educational needs. In pioneer days, schools usually had only one teacher, but as our country grew and prospered, life became more complex. As additional teachers were assigned to take care of the increasing number of children enrolled, one was called the *principal teacher*, later the *principal*. Today the position has risen to a major administrative and supervisory level.

The Department of Elementary School Principals, temporarily organized as the National Association of Elementary

School Principals at the Atlantic City meeting of the Department of Superintendence in February 1921, became a department of the NEA at Des Moines in July 1921. It was organized to meet problems in elementary education with a united mind and purpose and broad and sympathetic outlook. Since the elementary school lays the foundation of all education, the elementary-school principal holds a position of prime importance, which makes this one of the basic departments in the life of the Association.

A permanent headquarters office was established in 1931 with a fulltime executive secretary. The Department holds two meetings a year—one during the convention of the American Association of School Administrators and one during

the convention of the National Education Association.

The Department's bulletin made its first appearance in October 1922. As *The National Elementary Principal*, it goes to department members five times a year—October, December, February, April, June—keeping them informed as to what is happening in elementary education. The Department has published an important series of yearbooks, beginning in 1922.

Activities during 1947-48—As the year 1947-48 comes to a close, the Department looks back over the best year in its history. With a larger volume of work and with fewer hands to do it, the Department's field representatives—state and local—have assumed greater responsibility. Over 10,000 members have been served this year, a large percent of them new in their positions. Each member was sent a copy of the 26th Yearbook, *Spiritual Values in the Elementary School*, and five issues of *The National Elementary Principal*.

In addition to these, each member received a complimentary copy of *The Principal and Audio-Visual Education*, which was prepared by a Committee of which Eugene H. Herrington, Ebert School, Denver, Colorado, was chairman.

In cooperation with the Educational Policies Commission the Department published *Teach Them All*, a 32-page summary of *Education for All American Children*.

The Department also prepared and distributed 1000 filmstrips to accompany this book.

New members of the Department this year received a complimentary copy of the 22nd Yearbook, *Elementary Schools—the Frontline of Democracy*, in addition to the publications for the current year.

The first regional conference of the Department was held in Spokane, Washington, April 6-9, 1948, in connection with the Inland Empire Convention. Elementary-school principals from Idaho, Montana, Oregon, Utah, and Washington participated in this conference.

Recommendations and plans—Through *The National Elementary Principal* and contacts with state and local elementary-school principals clubs, the Department will endeavor to stimulate the elementary-school principals to aid in raising the position of the principalship to the high level it deserves.

Looking toward the future, plans are being made to give elementary-school principals the leadership they must maintain in solving educational problems. In its effort to attain this goal, the 27th Yearbook, *The Elementary School Principalship—Today and Tomorrow*, will be sent to members of the Department for 1948-49.

The membership fee of \$5 will give to a member a copy of the 27th Yearbook and five issues of *The National Elementary Principal*, as well as other services of the Department.

HIGHER EDUCATION

President—J. D. WILLIAMS, *chancellor, University of Mississippi, University*
Vicepresident—J. KENNETH LITTLE, *registrar, University of Wisconsin, Madison, 1949*
Executive secretary—RALPH MC DONALD, *1201 Sixteenth St., N. W., Wash. 6, D. C.*
Associate secretary—J. L. MC CASKILL, *1201 Sixteenth St., N. W., Wash. 6, D. C.*

Executive Committee

S. M. BROWNELL, *pres., New Haven State Teachers College, New Haven, Conn., 1950*
RUTH E. ECKERT, *professor of higher education, Univ. of Minn., Minneapolis, 1949*
R. E. MC CONNELL, *pres., Central Washington College of Education, Ellensburg, 1950*
EARL J. MC GRATH, *dean, College of Liberal Arts, State Univ. of Iowa, Iowa City, 1950*
HARRY K. NEWBURN, *University of Oregon, Eugene, 1950*

Dues—Any NEA member engaged in college or university education can belong without further dues.

Membership—Estimated at 12,000

Historical background—This Department, one of the original NEA departments, discontinued in 1924, was re-established by the Representative Assembly in July 1942 to promote the cause of higher education.

Activities during 1947-48—The Third Annual National Conference on Higher Education in Chicago, March 22-25, 1948 (called by many "the outstanding event in higher education") brought together 560 representatives from 380 colleges and universities and 26 national lay organizations in 44 states for an intensive study of higher education problems in finance, student personnel, curriculum and teaching, faculty, and organization. Printed report of this 1948 conference is available from the Department at \$2.

College and University Bulletin was first published in May 1948. Ten issues

a year go to members without charge. Additional subscriptions, \$3 a year.

Activities of the Department's Committee on Veterans Education have improved relations between colleges and the Veterans Administration.

Current federal legislative efforts of the Department center upon scientific research, scholarship aid, grants-in-aid for building, and effective national defense without universal military training.

Recommendations and Plans—[1] To sponsor the Fourth National Conference on Higher Education, April 4-7, 1949, at Chicago. [2] To lay plans for regional conferences on current problems confronting higher education. [3] To distribute publications of vital interest to college faculties. [4] To promote committee activity within the Department on special studies and projects. [5] To promote greater cooperation and unity of purpose between the different departments and fields of higher education. [6] To represent American higher education effectively in national and international affairs affecting colleges.

HOME ECONOMICS

President—ANNA DOOLEY, *director of home economics, New York City*

Vicepresident—MRS. ELLA REIDELL WILLIAMS, *state supervisor of home economics, Trenton, N. J.*

Secretary—MARY NICK SMITH, *home economics teacher, Roosevelt Highschool, Atlanta, Ga.*

Treasurer—MARY E. MARK, *director of home economics, Chicago, Ill.*

NEA headquarters contact—WILLIAM G. CARR, *associate secretary*

Dues—\$1

Membership—765

Historical background—In the 1870's courses in sewing and cooking were included in the school curriculum, but not until the early 1900's was homemaking instruction broadened. The Smith-Hughes Act in 1917 gave great impetus to the home-economics movement.

In 1930 the NEA Department of Supervisors and Teachers of Home Economics was created. In 1938 the name of the Department was changed to the Department of Home Economics. The Department publishes a newsletter containing the report of each meeting.

Activities for 1947-48—Two meetings of the Department were held. The theme for the July 1947 meeting in Cincinnati was: "For Better Human Development and Human Relations thru Home Economics in Education." At the February 1948 meeting in Atlantic City "The Life Adjustment Program for Youth" was presented and followed by a panel discussion. "Home Economics in War-Devastated Countries" was discussed by a home economist who had spent three

months in Europe studying the home economics education program.

Two newsletters were distributed, each including a report of one annual meeting, activities of the Department, and other items of interest to members.

A folder, "Calling All Home Economists," was prepared for use during the 1947 American Education Week.

Recommendations and Plans—The program of work for the year includes: cooperation in carrying out recommendations of the National Conference on Family Life, continued consideration of contributions which home economics can make to education in general, cooperation with other professional organizations in recruitment of home economics teachers, working cooperatively with National Safety Council on home safety problems, consideration of consumer problems of families, encouragement and support of home economics youth organizations (FHA and NHA) in schools, and increasing membership in the Department as one means of developing a stronger program and providing added strength to the profession.

NEA Departments

INTERNATIONAL COUNCIL for EXCEPTIONAL CHILDREN

President—RAY GRAHAM, *asst supt of public instruction, Springfield, Ill., 1949*

Vicepresident—ARTHUR S. HILL, *Dept of Pupil Adjustment, Des Moines Public School, Des Moines, Iowa, 1949*

Treasurer-manager—MRS. BEULAH S. ADGATE, *Saranac, Mich., 1949*

NEA headquarters contact—WILLIAM G. CARR, *associate secretary*

Dues—\$3, chapter; \$3.50, individual

Membership—5750

Meeting 1949—San Francisco, Calif.

Historical background—Assumption of responsibility by the states for education of handicapped children began more than a century ago. The first state school for the deaf in the United States was established in Hartford, Conn., in 1817, and by 1850 educational opportunity for handicapped children was provided in many states.

Application for establishment of a Department of Special Education was made at the Atlanta convention in 1929. A petition bearing more than 250 names was presented at that meeting and the creation of the department was authorized the following year. In July 1941 the International Council for Exceptional Children and the Department of Special Education merged. The name of the NEA department was therefore changed to the International Council for Exceptional Children. The department generally meets once a year.

Activities during 1947-48—Over 1600 people attended the 26th anniversary meeting of the Council in Des Moines, Iowa, April 25-28, 1948. This meeting

was outstanding in attendance, information, and entertainment. The banquet speaker was Mrs. Louise Tracy of Los Angeles, California whose topic was "The John Tracy Clinic."

Delegates were presented from 28 states and provinces and some from other countries. Reports were given by regional representatives on the work done in their territories.

The meeting was inspirational for all who are working with exceptional children—the mentally gifted, mentally retarded, feeble-minded, glandular-imbalanced, blind, partially seeing, anemic, epileptic, nonreaders, speech defectives, delinquent, cardiopathic, socially maladjusted, and crippled.

The Council has prepared eight issues of the *Journal of Exceptional Children*. Local chapters have been strengthened to hold meetings, not only for their own members, but for other teachers and officers in public and private institutions and agencies, particularly those concerned with the education of exceptional children. Membership has increased by approximately 1000 during the year and 13 new chapters have been organized.

KINDERGARTEN-PRIMARY EDUCATION

President—MILDRED B. MOSS, 236 Woodbridge Ave., Metuchen, N. J.

Vicepresident—ROSE E. PARKER, Illinois State Normal University, Normal

Secretary—KATE S. BREWSTER, 150 Whitford Ave., Nutley, N. J.

Executive Committee

EDNA PARKER, 930 West Park St., Tallahassee, Fla.

MRS. DOROTHY JACKSON, 27 N. Dean Ave., Trenton, N. J.

DOROTHY EICH, 224 Pleasant St., Oak Park, Ill.

DOROTHEA JACKSON, 810 Dexter Ave., Seattle, Wash.

NEA headquarters contact—WILLIAM G. CARR, *associate secretary*

Dues—No separate dues

Historical background—Elizabeth Palmer Peabody, sister-in-law of Horace Mann, opened in her own home in Boston in 1860 the first English-speaking kindergarten in the United States. Five years before, Mrs. Carl Schurz had opened in Watertown, Wisconsin, a German-speaking kindergarten, the first kindergarten in the United States. In 1870 Miss Peabody secured establishment in Boston of the first kindergarten in a public school in America. It was discontinued a few years later. In 1873 St. Louis organized a public kindergarten that became a permanent part of the school system.

Miss Peabody was associated with the NEA Department of Kindergarten-Primary Education from its beginning. The Department is an outgrowth of a meeting of the Froebel Institute of North America which met in connection with the NEA meeting at Madison, Wisconsin,

in 1884. First sessions were held in Saratoga Springs, New York, in 1885. The Department was then called the Department of Kindergarten Instruction. The name was changed in 1927 to the Department of Kindergarten-Primary Education.

Activities during 1947-48—At the Cincinnati meeting the following resolution was adopted: "The coordination of the many organizations and departments working on childhood education is urged so that their united efforts will be of greater value to parents, administrators, teachers, and children."

To implement this resolution, the following requests were made to the NEA Executive Committee: [1] That the NEA appoint a person especially qualified in childhood education on the staff of the Research Division. [2] That the NEA create a Commission on Childhood Education, to consist of outstanding leaders in the various fields of childhood education.

LIP READING

President—ALICE BURNETT, *hearing therapist, Youngstown Public Schools, Ohio*

Vicepresident—THOMAS D. HOUGHIN, *state speech consultant, division of social welfare, 117 University Ave., St. Paul 1, Minn.*

Secretary-treasurer—DOROTHY SWOPE, *special education, North Texas Teachers College, Denton*

NEA headquarters contact—WILLIAM G. CARR, *associate secretary*

Dues—\$1

Membership—128

Historical background—Lip reading was taught to some extent in American schools for the deaf more than a century ago. However, Alexander Graham Bell's invention and his interest in teaching speech and lip reading, introduced principles that have been utilized in developing the present public-school program for conserving hearing. Physicians were making surveys of the hearing of school children as early as 1880, and a little later the NEA appointed a Committee on Statistics of Defective Sight and Hearing in the Public Schools. The first lip reading classes for adults to be conducted in the evening schools were opened in 1913, and the first of such classes for school children was inaugurated in Rochester, N. Y., in 1916. In 1918, Caroline Kimball, a public-school teacher, started a lip reading class in the public schools of Lynn, Mass. It was the public-school teachers of lip reading, led by Miss Kimball, who asked permission to meet at the annual NEA convention in 1924 and 1925. A department was established in July 1926.

Activities during 1947-48—The Hear-

ing Conservation posters are serving as a message on "equal educational opportunities" for youth and adults with deficient hearing. The following set of posters [free to Department members] begins our national campaign against deafness: [1] Evidences of Deficient Hearing, [2] Good Hearing Health Reduces School Failures, [3] Give the Lip Reader a Fair Chance.

Regular issues of *The Lip Reader* have been suspended temporarily.

Plans are being made for a fall meeting.

The Department has furnished information to those seeking to establish new programs for hearing conservation, speech and hearing clinics and preschool work.

Recommendations and plans—The Membership Committee will devise a plan for combining state and national dues in order to stimulate 100% membership. The Department will sponsor the modern program for prevention of deafness; detection of deficient hearing; medical correction; training of the auditorily-handicapped for effective living; and educating the community in the use of remedial measures for the prevention of deafness.

MUSIC EDUCATORS NATIONAL CONFERENCE

President—CHARLES M. DENNIS, *director of music education, San Francisco Public Schools, San Francisco, Calif.*

First Vicepresident—LUTHER A. RICHMAN, *director, Cincinnati Conservatory of Music, Cincinnati, Ohio*

Second Vicepresident—MARGUERITE V. HOOD, *Department of Music Education, University of Michigan, Ann Arbor*

Executive secretary—C. V. BUTTELMAN, *64 E. Jackson Blvd, Chicago 4, Ill.*

Associate executive secy.—VANETT LAWLER, *Pan American Union, Washington, D. C.*

NEA headquarters contact—WILLIAM G. CARR, *associate secretary*

Presidents of the Division Conferences

California-Western—AMY GRAU MILLER, *teacher in humanities division, Pasadena Jr. College, Pasadena, Calif.*

Eastern—HUMMEL FISHBURN, *head, Department of Music, Pennsylvania State College, State College*

North Central—WILLIAM B. MC BRIDE, *assoc. prof. of music, Ohio State Univ., Columbus 10*

Northwest—WALLACE H. HANNAH, *dir. of music, Public Schools, Vancouver, Wash.*

Southern—PAUL W. MATHEWS, *supervisor of music education, State Department of Education, Montgomery, Ala.*

Southwestern—ARCHIE JONES, *prof. of music education, Univ. of Texas, Austin*

Members-at-Large

ROBERT A. CHOATE, *director of music education, Public Schools, Oakland 6, Calif.*

HUMMEL FISHBURN, *head, Dept. of Music, Pennsylvania State College, State College*

MARION FLAGG, *director of music education, Dallas Public Schools, Dallas, Texas*

WAYNE S. HERTZ, *head, Music Education Department, Central Washington College of Education, Ellensburg, Wash.*

SADIE M. RAFFERTY, *chairman, Department of Music, Evanston Township Highschool, Evanston, Ill.*

JOSEPH SKORNICKA, *dir. of instrumental music, Public Schools, Milwaukee, Wis.*

Presidents of the Auxiliaries

National School Band Orchestra and Vocal Association—T. FRANK COULTER, *director of music education, Joplin Public Schools, Joplin, Mo.*

Music Education Exhibitors Association—HENRY HALVORSON, *Music Department, Ginn & Co., Statler Hotel Building, Boston, Mass.*

NEA Departments

Dues—\$3 plus dues in affiliated states.

Membership—14,442 as of May 1948.

Meetings—Six regional conventions in 1949: Eastern, Baltimore, Md., March 7-9; North Central, Davenport, Iowa, March 17-19; Northwest, Portland, Oreg., March 30-April 2; Calif.-Western, Sacramento, Calif., April 10-13; Southwestern, Colorado Springs, Colo., April 20-23; Southern, Tampa, Fla., April 27-30.

Historical background—The Department of Music Education was created by the Board of Directors at the Madison, Wisconsin, convention of the NEA held in 1884. At the suggestion of Lowell Mason and T. F. Seward of Boston, a number of music teachers assembled and voted to petition the NEA Board of Directors for admission as a department. The petition was granted and the Department was organized with Daniel B. Hagar as its first president. The Music Department was active until 1928 when it was discontinued. In 1934 at the Washington convention the Department was reinstated by action of the Representative Assembly. In 1940 the Music Educators National Conference, which had been organized in 1907, merged with the Department of Music Education.

Activities during 1947-48—The four-day biennial meeting of the MENC in Detroit was attended by the largest number of active music educators ever pres-

ent at an MENC meeting. More than 2500 people participated in the two-day preliminary meetings of the 11 special-projects committees and the seven curriculum-consultants committees. Overall participation in the preliminary meetings and the convention totaled over 10,000 persons. Representatives from 11 foreign countries, including Argentina, Brazil, Cuba, Chile, France, Mexico, Peru, Poland, Trinidad, Uruguay, and Venezuela, attended.

Activities of the 44 MENC affiliated state units were expanded in line with their needs and in cooperation with the work of the special-projects committees and curriculum-consultants committees.

A significant achievement during 1947-48 was the development of student memberships and activities as the result of which more than 3000 future music educators in 160 chapters are now enrolled as student members in the professional organization of music education.

The *Music Education Source Book*, published in 1947, continued in widespread use by members of the profession and was an important reference book in the libraries and music education departments of schools of music and conservatories throughout the country. Order from MENC headquarters, 64 East Jackson Blvd., Chicago, Ill. [\$3.50 postpaid.]

Teach the child to look for something beautiful daily.

NATIONAL ART EDUCATION ASSOCIATION

President—EDWIN ZIEGFELD, *head, Department of Fine and Industrial Arts, Teachers College, Columbia University, New York 27, N. Y.*

Vicepresident—SARA JOYNER, *director of art education, State Department of Education, Richmond, Va.*

Secretary-treasurer—ITALO L. DE FRANCESCO, *director of art education, STC, Kutztown, Pa.*

Presidents of the Regional Associations

Eastern—GORDON L. REYNOLDS, *pres., Massachusetts School of Art, Boston, Mass.*

Pacific—[to be elected]

Southeastern—MARY LEATH THOMAS, *assoc. prof. of art, University of Georgia, Athens*

Western—LOUIS HOOVER, *head of art dept, Illinois State Normal Univ., Normal, Ill.*

Regional Association Representatives

IDA MAY ANDERSON, *supervisor of art, Public Schools, Los Angeles, Calif.*

CAROLYN S. HOWLETT, *head, art education dept, Chicago Art Institute, Chicago, Ill.*

MARION QUIN, *supervisor of art, Public Schools, Elizabeth, N. J.*

J. B. SMITH, *head of art dept, University of Alabama, University, Ala.*

Members-at-Large

RAY FAULKNER, *exec. head, dept of art, Stanford University, Stanford, Calif.*

ALFRED HOWELL, *director of art, Public Schools, Cleveland, Ohio*

DAWN KENNEDY, *head, dept of art, Alabama College, Montevallo, Ala.*

BERNICE SETZER, *director of art, Public Schools, Oakland, Calif.*

Headquarters contact—WILLIAM G. CARR, *associate secretary, NEA.*

Dues—\$1 plus regional association dues

Historical background—The Department of Art Education became a part of the NEA on July 6, 1933. In 1947 representatives of the Eastern Arts Association, Pacific Arts Association, Southeastern Arts Association, and Western Arts Association met to discuss strengthening this department. An outgrowth of this meeting was the merger of these four regional organizations into the NAEA. The new constitution was accepted at the department's Atlantic City meeting on February 21, 1948.

Activities for 1947-48—Conferences were held at Atlantic City and Cleveland. A policy and research committee has begun work. *Art Education, the Journal of the National Art Education Association* has been launched. A yearbook is in preparation. In cooperation with the Junior Red Cross an International Art Exchange is being conducted.

Recommendations and plans—Efforts will be made to formulate policies to improve and extend art education. Possibilities of relations of state art organizations to the national will be explored.

NEA Departments

NATIONAL ASSOCIATION of DEANS of WOMEN

President—DOROTHY GEBAUER, *dean of women, Univ. of Texas, Austin, 1949*

Vicepresident—MRS. RUTH O. MC CARN, *counselor to women, Northwestern Univ., Evanston, Ill., 1950*

Secretary—LUCILLE WALLACE, *viceprincipal, White Highschool, Dayton, Ohio, 1950*

Treasurer—FLORENCE MYERS, *administrative assistant and dean of girls, George Washington Highschool, New York, N. Y., 1949*

Executive Secretary—BARBARA CATTON, *1201 16th St., N.W., Wash. 6, D.C.*

Headquarters consultant—ADELE STAMP, *dean of women, Univ. of Maryland, College Park*

Dues—\$5, active and associate; \$3, student

Membership—1350

Meeting—April 18-21, 1949, Chicago, Ill.

Historical background—The National Association of Deans of Women, oldest personnel organization in the US, was organized in 1916 after a series of conferences which began in 1902. The association is the national professional organization of women deans, counselors, and advisers engaged in student personnel work in highschool and college. It became an NEA department in 1918.

The first meeting was held in Pittsburgh, Pa., July 1, 1918, with Dean Kathryn Sisson McLean of Ohio Wesleyan University as first president. Permanent headquarters were established at the NEA in 1931.

Activities during 1947-48—The National Association of Deans of Women has continued to grow in membership this year. The national convention was held in March at Chicago, with 600 in attendance.

The association published *Residence Halls for Women Students: Administrative Principles and Procedures*, which describes the educational contribution of well-planned and well-administered dormitories. It has enjoyed a wide sale among deans, residence counselors, college presidents and business managers, and architects. The association quarterly *Journal* continues to publish excellent studies in the field of guidance and personnel. The headquarters office serves as a clearinghouse for information about the work of deans and counselors.

Recommendations and plans—Special research projects include: [1] the status, rank, salary, and functions of the dean of girls in the highschool; [2] the service of student counselors; [3] a description of current practices and organizational structure of student government organizations; [4] a survey of graduate training facilities in the field of student personnel work. The association voted to join with other women's organizations in promoting and supporting federal legislation pertaining to the public interest and welfare.

NATIONAL ASSOCIATION of JOURNALISM DIRECTORS of SECONDARY SCHOOLS

President—MAUDE STAUDENMAYER, *teacher of English and journalism, Juneau High-school, Milwaukee 13, Wis.*

Vicepresident—REGIS BOYLE, *teacher of journalism and English, Eastern Highschool, Washington 3, D.C.*

Secretary-treasurer—THELMA MC ANDLESS, *journalism director, Roosevelt Highschool, Ypsilanti, Mich.*

NEA headquarters contact—WILLIAM G. CARR, *associate secretary*

Dues—\$1 annually

Membership—843

Historical background—This Department organized earlier, applied for department status at the Detroit meeting of the NEA in the summer of 1937. A petition to the Executive Committee and Representative Assembly was presented at the New York meeting in 1938, where it was placed on file to await final action in 1939. The National Association of Journalism Directors became an NEA department at the San Francisco meeting in that year. Affiliation with the National Scholastic Press Association, which took place in 1944, provides wide contact with teachers of journalism.

Activities during 1947-48—The joint annual conventions of the National Association of Journalism Directors and the National Scholastic Press Association were held in Cleveland in November 1947.

Sponsored by NAJD, a project, "US Press Goes Overseas," has been worked out with the Office of Military Government for Germany (OMGUS).

A sectional meeting was held during

the NEA meeting in Cincinnati. As an affiliate of the National Council of Teachers of English, NAJD sponsored an advisers meeting in San Francisco.

The president served as an interrogator at the sectional meeting, "The School Superintendent and Effective Public Relations," during the annual convention of the American Association of School Administrators in Atlantic City in February.

The NAJD *Digest* keeps members informed of the work and plans of the officers and the executive council and furnishes information on coming events. Contributions of members have appeared in the *NEA Journal*; the *English Journal*; and the two official organs, *Scholastic Editor* and *Quill and Scroll*.

Recommendations and Plans—Plans include publication of a course of study, furthering of the proposed plans of Unesco and the Committee on International Educational Reconstruction, and continuance of projects which will bring about closer understanding and fellowship in the community, state, nation, and the world, stressing the responsibility of the press in a democracy.

NEA Departments

NATIONAL ASSOCIATION OF SCHOOL SECRETARIES

President—EDNA ATKINSON, *Oak Park Township Highschool, Oak Park, Ill.*

Junior past-president—ELEANOR DEARDEN, *32 Spring St., Springfield, Mass.*

First vicepresident—CATHERINE DALY, *Board of Education, Detroit 26, Mich.*

Second vicepresident—EUNICE BOUNDS, *Board of Education, Wilmington, Del.*

Third vicepresident—SARA MILNER, *Roosevelt Highschool, Atlanta, Ga.*

Recording secretary—GEORGIA DAVIS, *Board of Education, Hannibal, Mo.*

Corresponding secretary—MARION HOMER, *Lyons Township Highschool, LaGrange, Ill.*

Treasurer—MARY BOWERS, *Crawfordsville City Schools, Crawfordsville, Ind.*

NEA headquarters contact—WILLIAM G. CARR, *associate secretary*

Executive Board Members

REA LINDENBERG, *Board of Education, Philadelphia 3, Pa.*

MARTHA S. LUCK, *Northwestern University, Ward Memorial Building, Chicago, Ill.*

CHARLOTTE MARR, *Franklin Administration Bldg., Wash. D. C.*

RITA PUTNAM, *East Highschool, Denver 6, Colo.*

Dues—\$2

Membership—1300

Historical background—Since the first meeting of the National Association of School Secretaries, which was held in Washington, D. C. July 5, 1934, there has been a constant, steady growth in interest.

Beginning in 1936 the Department has published a magazine, *The National Secretary*, which informs members of activities planned of interest to them.

At the Buffalo meeting of the NEA Representative Assembly in July 1946, the National Association of School Sec-

retaries was made an NEA department.

Purposes of the Department—To elevate the standards of the group and thru organization, to pool ideas and ideals toward a fine and more efficient service to the school and community. The Department has a four-point program: service, information, recognition, and fellowship.

Activities of the Department—During the past several years the association has actively sponsored the establishment of workshops and institutes for school secretaries. Credit courses have been offered at many of the universities thruout the country.

Education is democracy's first line of longtime defense.

NATIONAL ASSOCIATION of SECONDARY-SCHOOL PRINCIPALS

President—CLARENCE E. BLUME, *prin.*, Central Highschool, Minneapolis, Minn.

First vicepresident—W. E. BUCKEY, *prin.*, Fairmont Highschool, Fairmont, W. Va.

Second vicepresident—W. L. SPENCER, *supervisor of instruction*, State Department of Education, Montgomery, Ala.

Executive secretary—PAUL E. ELICKER, 1201 16th St. N. W., Washington 6, D. C.

Managing editor—WALTER E. HESS, 1201 16th St. N. W., Washington 6, D. C.

Director of student activities—GERALD M. VAN POOL, 1201 16th St. N. W., Wash., D. C.

Executive Committee—All officers of the Association, plus:

HAROLD B. BROOKS, *prin.*, George Washington Junior Highschool, Long Beach, Calif.

JOSEPH B. CHAPLIN, *principal*, Bangor Senior Highschool, Bangor, Maine

GALEN JONES, *director*, Division of Secondary Education, US Office of Education, Washington, D. C.

LYLOYD S. MICHAEL, *prin.*, Garden City Jr.-Sr. Highschool, Garden City, New York

Dues—\$5 individual; \$8 institutional

Membership—12,400

Meeting—Chicago, Feb. 26-Mar. 2

Historical background—This Association was organized at the meeting of the Department of Superintendence at Detroit in 1916. It held its first meeting in Kansas City, Mo., in 1917. The central offices were moved from Chicago [where they had been since 1918] to NEA headquarters in Washington in 1940.

Activities during 1947-48—The Committee on Curriculum Planning and Development of the NASSP, following its work [See "The Imperative Needs of Youth of Secondary-School Age," *Bulletin* No. 145] in determining the extent to which the Ten Imperative Needs of Youth [as listed in *Planning for American Youth*] were being met, developed a checklist of 20 characteristics of each

of the needs. This checklist was published in the April 1948 *Bulletin* for use of schools desiring to study their curriculum offerings with the view to meeting better the needs of their youth. Other special publications of *The Bulletin* included "Public Relations in Secondary Schools," "Speech Education for All American Youth," and "Secondary-School Programs for Improved Living."

The Association's Consumer Education Study has published, thru McGraw-Hill Book Company, *Your Life in the Country*, a treatment of the consumer problems peculiar to rural life. A committee has begun work on a proposed syllabus for preparing teachers for consumer education.

Student Life gave attention to special topics during the year such as the April 1948 issue which discussed Interamerican

NEA Departments

cooperation. This illustrated monthly publication is the official organ of the National Honor Society and the National Association of Student Councils.

During the year continued emphasis was placed upon the development of state and regional Student Council Associations as affiliates of the NASC. A national conference of Student Council leaders was held in June 1948 in Washington, D. C. Student Councils of more than 3000 schools are members of the NASC.

The National Honor Society now has chapters in almost 3600 accredited secondary schools; the National Junior Honor Society, almost 600. The former has a cumulative membership of approximately 2½ million student members; the latter, approximately 125,000.

Thru a cumulative grant of \$22,000 for a period of four years the Association has distributed annually since 1946 ten scholarships of \$300 each to high-ranking applicants in a nationwide scholastic aptitude test to members of the National Honor Society. In 1948, 5580 senior members in 1362 schools participated.

The association arranged a national highschool graduation program for broadcast over the Mutual Broadcasting System on June 1, 1948, at the Gettysburg, Pa., Highschool. David E. Lilienthal, chairman of the US Atomic Energy Commission, spoke before the graduating class of that school and to the highschool graduates of America on a nationwide hookup.

At its annual convention, the Association approved a salary schedule for secondary-school principals who are fully qualified professionally and have a master's degree.

The Association has assisted in the establishment of scholarships for American highschool youth to attend secondary schools in England thru financial assistance of the Kinsmen Trust Fund—a fund made possible by contributions of English parents whose children were cared for in American homes during the late war.

Recommendations and plans—[1] The Testing and Guidance Committee plans to complete its study on: "Why a Test?," "How To Test," and "Which Tests To Use." This report will be published during the next school year.

[2] Early next year, a committee report on findings and recommendations on certification requirements for secondary-school principals will be published.

[3] Preparation of a revised list of approved contests for 1948-49.

[4] The Association plans to analyze the effectiveness of a nationwide study by highschool youth of the pamphlet, *Operation Atomic Vision*, in raising the level of information and action on atomic energy in selected communities.

[5] Publication and distribution of material on consumer education and consultative work with local and state school systems and teacher-training institutions for the initiation and improvement of programs of consumer education.

NATIONAL COUNCIL for the SOCIAL STUDIES

President—S. E. DIMOND, *dir.*, *Citizenship Education Study*, Detroit, Mich.

First vicepresident—W. FRANCIS ENGLISH, *assoc. prof. of history*, Univ. of Missouri, Columbia

Second vicepresident—ERLING M. HUNT, *prof.*, Teachers College, Columbia Univ., N. Y.

Executive Secretary—MERRILL F. HARTSHORN, 1201 16th St. N. W., Wash. 6, D. C.

Editor, Social Education—LEWIS PAUL TODD, 1201 16th St. N. W., Wash. 6, D. C.

Board of Directors

EDWIN R. CARR, *University of Colorado, Boulder*, 1950

W. LINWOOD CHASE, *prof.*, *School of Education*, Boston Univ., Mass., 1950

WILLIAM H. HARTLEY, *State Teachers College*, Towson, Md., 1950

MARY G. KELTY, *author*, 3512 Rittenhouse St. N. W., Washington 15, D. C., 1950

HAROLD M. LONG, *Glens Falls Highschool*, Glens Falls, N. Y., 1949

DOROTHY MERIDETH, *Laboratory School*, University of Chicago, Chicago, Ill., 1948

ANNA B. PECK, *University of Kentucky Highschool*, Lexington, 1949

BURR W. PHILLIPS, *head, social studies dept.*, University Highschool, Univ. of Wisconsin, Madison, 1949

HAZEL PHILLIPS, *Argo Township Highschool*, Argo, Ill., 1949

GEORGE REAVIS, *asst. supt. of schools*, Cincinnati, Ohio, 1948

EDGAR B. WESLEY, *prof.*, University of Minnesota, Minneapolis, 1948

EDITH WEST, *Iowa State Teachers College*, Cedar Falls, 1950

Dues—\$4 [includes subscription to *Social Education*, yearbook, miscellaneous publications]. Contributing membership, \$10

Membership—4887; 693 additional subscriptions to *Social Education*

Next Meeting—Chicago, Ill., November 25-27

Historical background—The National Council for the Social Studies, organized in 1921, became an NEA department in 1925. Permanent headquarters were established at the NEA in June 1940 with

Wilbur F. Murra as executive secretary. The present secretary assumed his duties in 1943. The official journal of the Council was the *Historical Outlook* from 1921 thru 1933; the *Social Studies* from 1934 thru 1936; and has been *Social Education* since January 1937. The Council meets annually in November.

Activities during 1947-48—The program of the Council—developed thru publications, committees, and meetings—has dealt with problems of designing a social-studies curriculum to meet the

NEA Departments

needs of presentday society and to improve citizenship training. Emphasis has been placed on problems of international understanding and lasting world peace.

Thru *Social Education*, published monthly, October thru May, the Council has offered help and stimulation to teachers attempting to meet presentday demands.

Audio-Visual Materials and Methods in the Social Studies, 18th yearbook of the Council, provides a handbook that will give help and inspiration to teachers. Chapters set forth general principles, introduce the unique characteristics of each type of visual material, and suggest technics for their use in the classroom.

Selected Test Items in World History, published as an aid to world history teachers, contains 655 test items for use in constructing examinations.

Joint meetings were held with the American Historical Association in Cleveland in December, the American Political Science Association in Washington in December, the American Association of School Administrators in Atlantic City in February, the Mississippi Valley Historical Association in Rock Island in April, and with various local affiliated organizations of the Council.

Plans for 1947-48 include carrying forward the publications program outlined below and an extension of activities in

the direction of working with local affiliated groups. Joint meetings will be held with other national social science and educational organizations.

The 1948 yearbook will deal with geography in the social studies curriculum; the 1949 with the study and teaching of world history.

The Curriculum Committee has scheduled for fall 1948 a publication on the social studies in the middle grades. A completely revised edition of *Social Education for Young Children* [kindergarten and primary grades] is planned for fall 1948 publication. Plans are under way for a publication on the social studies in the junior highschool.

Bulletins scheduled for publication are: *Bibliography of Textbooks in the Social Studies*, *Community Planning in a Democracy*, *Community Safety*, *Labor and Management Relations*, *Inschool Civic Experiences*, and *Teaching Civil Liberties*. Other publications in preparation will deal with: "selected test items in American government," "selected test items on study skills," and "reading guide for social studies teachers."

Publications in the "How To Do It" notebook series containing practical suggestions for classroom technics will be revised and new titles will be added.

In 1948-49, the Council will continue to direct its energies toward the improvement of the program of citizenship training in our schools.

The wealth of democracy is in its people.

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

President—CAROLYN D. PATTERSON, *principal, Linden School, S. Linden Ave., Pittsburgh, Pa.*

Vicepresident—BESS GOODYKOONTZ, *director, Division of Elementary Education, US Office of Education, Washington, D. C.*

Secretary—MARIE EPPLER, *principal, Alexander Hogg School, Fort Worth, Texas*

Treasurer—LUCY MASON HOLT, *principal, Ocean View School, Norfolk, Va.*

Board of Directors

LUCILLE NICOLS, *associate supt, New York City schools, N. Y.*

MARY GUYTON, *state supervisor of adult civic education, State Dept of Education, Boston, Mass.*

MARGARET BUCHANAN, *principal, Richmond Avenue School, Atlantic City, N. J.*

MARY HUGHES, *dean of girls, Lake Junior Highschool, Denver, Colo.*

CHARLOTTE C. TRUBY, *prin., Lemington Avenue School, Pittsburgh 6, Pa.*

NEA headquarters contact—WILLIAM G. CARR, *associate secretary*

Dues—\$1.50 payable February 1

Membership—800

Meeting—Meets twice a year—at time of AASA Meeting and NEA Representative Assembly.

Historical background—Women in administrative positions in the schools were still regarded as an anxious experiment in 1915, when the National Council of Administrative Women in Education was formed. Since that time, women have demonstrated their efficiency.

Today this organization is composed of the growing group of women college presidents, state commissioners of education, deans of women, superintendents and supervisors, and others.

At the time of its organization, the group was more a socializing influence, a means thru which women administrators could get acquainted with one

another. Increasingly since then, and especially since 1932, when the council became an NEA department, the aims have been broadened and professionalized.

Activities during 1947-48—The results of council meetings held during the 1947 NEA Convention in Cincinnati and the 1948 Atlantic City convention of the AASA have been gratifying. The program is being extended in new areas with stimulated interests for reaffiliation of state groups.

Recommendations and plans—The executive committee has a program of reorganization that should be extended to all women in executive positions who are organized in local or state groups. The NCAWE is the only department of the NEA that is composed solely of women and should be supported nationally to promote its objectives.

NEA Departments

NATIONAL SCIENCE TEACHERS ASSOCIATION

President—NORMAN R. D. JONES, 5073 A Mardel, St. Louis 9, Mo.

President-elect—NATHAN A. NEAL, Harper Brothers, N. Y., N. Y.

Retiring president—MORRIS MEISTER, prin., Bronx Highschool of Science, N. Y., N. Y.

General vicepresident—RALPH W. LEFLER, Purdue University, West Lafayette, Ind.

Regional Vicepresidents

W. BAYARD BUCKHAM, Oakland Highschool, Oakland, Calif.

EMIL L. MASSEY, supervisor of secondary-school science, Detroit, Mich.

GRETA OPPE, Ball Highschool, Galveston, Texas

WALTER S. LAPP, chemistry teacher, Philadelphia, Pa.

Recording secretary—H. A. WEBB, Peabody College for Teachers, Nashville, Tenn.

Treasurer—ALBERT C. WEAVER, Phillips Academy, Andover, Mass.

NEA Headquarters contact—BERTHA E. SLYE, director of membership service

Dues—\$2 for active members; other rates for affiliated, sustaining, institutional, and life members.

Membership—4000; 37 affiliated science teacher organizations

Historical background—This Department was first known as the Department of Natural Science Instruction, later the Department of Science Instruction, still later the American Council of Science Teachers. In 1944 it merged with the American Science Teachers Association (an associate of the American Association for the Advancement of Science) to become the National Science Teachers Association. This NEA Department also is affiliated with the American Association for the Advancement of Science. In 1944 the Association absorbed the Department of Garden Education.

Activities during 1947-48—The Board of Directors met in Cincinnati in July 1947, and in Chicago in December 1947.

The 1947-48 yearbook is *The Work Week of the Science Teacher*.

A grant-in-aid from industry made possible a study of the science curriculum in New York State. The Packet Service of Science Information for Teachers has proved most successful. Five packets, including 50 evaluated items, have reached thousands of science classrooms. This service to members has led to the organization of an Advisory Council on Industry-Science Teaching Relations which is planning a number of important studies in this field.

Recommendations and plans—[1] Continued drive for more individual and affiliated memberships. [2] Further extension of the packet service to membership. [3] Further development of the Advisory Council on Industry-Science Teaching Relations. [4] Publication of additional yearbooks and bulletins for the science teacher.

RURAL EDUCATION

President—JANE FRANSETH, *specialist for rural schools, U. S. Office of Education, Washington, D. C.*

Vicepresident—CLARK BARROW, *supt of schools, East Baton Rouge Parish, Baton Rouge, La.*

Executive secretary—HOWARD A. DAWSON, *director of rural service, NEA*

Executive Committee

MELDA CHAMBRÉ, *helping teacher, Hunterdon County, Flemington, N. J., 1952*

M. L. CUSHMAN, *associate prof. of rural education, Iowa State College, Ames, 1950*

F. B. DECKER, *deputy supt, State Dept of Public Instruction, Lincoln 9, Nebr., 1951*

W. A. EARLY, *supt, Norfolk County Schools, Norfolk, Va., 1953*

T. C. ENGUM, *dir. of rural educ., State Dept of Educ., St. Paul 1, Minn., 1951*

NORMAN FROST, *prof. of rural educ., Peabody Coll. for Teachers, Nashville, Tenn., 1949*

EVELYN HODGDON, *prof. of education, State Teachers College, Oneonta, N. Y., 1953*

ELOISE MAYS, *general supervisor, Marin County Schools, San Rafael, Calif., 1949*

ED MC CUISTION, *dir. of Negro educ., State Dept of Educ., Little Rock, Ark., 1950*

WALTER REUSSER, *head, dept of educational administration, Univ. of Wyo., Laramie, 1952*

Ex officio—*President, vicepresident, presidents of divisions, and retiring president,*

E. E. STONECIPHER, *director of rural education and extension, Kans. State Teachers College, Pittsburg*

Division of County Superintendents

President—CLARENCE POUND, *supt, Vigo County Schools, Terre Haute, Ind.*

Vicepresident—RUTH WILLIAMS, *supt, Catoosa County Schools, Ringgold, Ga.*

Executive secretary—HOWARD A. DAWSON, *director of rural service, NEA*

Division of School Transportation

President—PAUL B. NORRIS, *director of transportation, State Dept of Public Instruction, Des Moines, Iowa*

Vicepresident—C. C. BROWN, *director of transportation, State Dept of Public Instruction, Raleigh, N. C.*

Executive-secretary—HOWARD A. DAWSON, *director of rural service, NEA*

Executive Committee—President, Vicepresident, plus:

D. P. CULP, *school bus supervisor, State Dept of Education, Montgomery, Ala.*

TILLMAN PETERSON, *transportation supervisor, office of the state supt of public instruction, Olympia, Wash.*

J. J. STRAIGHT, *supt, Marion County Schools, Fairmont, W. Va.*

NEA Departments

Dues—\$2

Membership—2000

Meeting—At time of AASA meeting.

Historical background—The Department of Rural Education grew out of the department of Rural and Agricultural Education authorized by the NEA Board of Directors in 1907. In 1919 it was reorganized under its present name to include three other rural groups then existing—the National Association of State Supervisors and Inspectors of Rural Schools, the County Superintendents' Section of the NEA, and the National Association of Persons Engaged in the Preparation of Rural Teachers.

In 1936 a Division of Rural Service was set up at NEA headquarters with Howard A. Dawson, director. Since February 1941 Dr. Dawson has also served as executive secretary of the Department of Rural Education.

Activities during 1947-48—Major attention was given to regional conferences on rural life and education and to the National Conference of County and Rural Area Superintendents. These conferences, together with the Annual Rural School charter Day observed in October, continue to implement and develop the program set forth by the White House Conference on Rural Education in 1944.

The 1947 Yearbook, *On the Job Edu-*

cation in Rural Communities, treated general rural problems and discussed the place of on-the-job training in solving them. *Safety Education in Rural Schools* and *Safety in Farm Mechanics and with Farm Machines* were developed in cooperation with the Commission on Safety Education of the NEA. *Rural Education News*, a quarterly newsletter, began publication in January 1948.

Future Activities—Regional conferences and the National Conferences of County and Rural Area Superintendents are being continued and further emphasis is being given to cooperation with lay groups in educational planning. The Department is assisting in sponsoring a national conference on school transportation. Leadership is being given to the efforts of superintendents and principals of rural consolidated and community schools to develop educational programs to meet local needs.

A publication on health, physical education and recreation in rural schools is being issued jointly with the American Association for Health, Physical Education, and Recreation. Yearbooks on supervision, on county and area school administration, and on the community school are planned for the near future.

Efforts to enlist the leadership of educational and lay leaders thruout the Nation are being continued.

THE SHARE that the national government should take in the broad work of education has not yet received the attention and care it rightly deserves.

—THEODORE ROOSEVELT.

SECONDARY TEACHERS

President—JOHN E. DUGAN, supervisor of student teaching, Beaver College, Jenkintown, Pa.

First vicepresident—WILLIAM LEWIN, chairman, Dept. of English, Weequahic Highschool, Newark, N. J.

Second vicepresident—JESSE BOND, Univ. of California, Berkeley

Secretary-treasurer—MRS. IRENE MCANERNEY, South Highschool, Cleveland, Ohio

NEA headquarters contact—WILLIAM G. CARR, associate secretary

Dues—\$1

Membership—1000

Historical background—The Department of Secondary Teachers is an organization devoted to exploration of the interests and problems of the secondary teacher in the various fields of instruction. It was established in 1886 as the Department of Secondary Education. Discontinued in 1924, it was revived by the Delegate Assembly of the National Education Association at its annual convention in Los Angeles in 1931. At the meeting in 1939 the name was changed to Department of Secondary Teachers.

Activities during 1947-48—The Department has greatly extended and increased its influence and membership during the year, chiefly thru strong emphasis on national committee work which offered greater opportunity for wider member participation in varied activities.

A membership survey disclosed desires for national departmental committees in the fields of community relationships, guidance, curriculum revision and general education, all to be studied from the

standpoint of problems of the secondary-school teacher. Work is now in progress.

The most outstanding committee work of the year was done by the Department's Audio-Visual Committee, which already has a record of years of activity and achievement under the leadership of its chairman, William Lewin. Two of the committee's notable accomplishments were sponsorship of National Audio-Visual Education Week and the National Audio-Visual Awards Project. The Project is a remarkable example of constructive cooperation between educators and businessmen and organizations in the field.

With many public and college libraries as subscribers, the departmental magazine, *Secondary Education*, is reaching a wider audience. Activities of the Audio-Visual Committee were extensively reported and publicized in *Audio-Visual Guide* magazine.

The Reader's Digest Our American Heritage Filmstrips were produced during the year at the request of the Department, with departmental officers serving with an editorial board of distinguished educators in their preparation.

NEA Departments

SPEECH ASSOCIATION OF AMERICA

President—RUPERT L. CORTRIGHT, *prof. of speech, Wayne University, Detroit, Mich.*

Executive vicepresident—W. HAYES YEAGER, *prof. of speech, Ohio State Univ., Columbus*

First vicepresident—JAMES H. MCBURNEY, *prof. of speech, Northwestern University, Evanston, Ill.*

Second vicepresident—CARRIE RASMUSSEN, *teacher of speech, Madison Public Schools, Madison, Wis.*

Editor of journal—H. F. HARDING, *prof. of speech, Ohio State University, Columbus*

Editor of research studies—LESTER THONSEN, *prof. of speech, College of the City of New York, N. Y.*

Executive secretary—LOREN D. REID, *prof. of speech, Univ. of Mo., Columbia*

NEA headquarters contact—WILLIAM G. CARR, *associate secretary*

Dues—\$3.50; \$12.50, sustaining

Membership—3000 [including 750 sustaining members]

Meeting—December 28-30, 1948, at Hotel Statler, Washington, D. C.

Historical background—This Department, organized in 1914 by a small group of speech teachers, became a department of the NEA in 1939.

The Department publishes the *Quarterly Journal of Speech*, founded in 1915; the *Speech Monographs*, issued annually since 1934; and the *Directory of the Speech Association of America*, published yearly since 1935.

Activities during 1947-48—[1] The Department held a three-day conference in Salt Lake City in December 1947, at-

tended by between 600 and 700 members.

[2] The Department has approved a new type of membership, to be known as student membership, open to undergraduates. The \$2.50 fee includes a year's subscription to the *Quarterly Journal of Speech*.

[3] With the cooperation of the National Association of Secondary School Principals, the Department has published a special bulletin, *Speech for All American Youth*.

[4] Plans have been made to issue two numbers of the annual research publication, *Speech Monographs*, during the coming school year.

[5] The Placement Service has been active with an unusually large number of vacancies reported.

A SOUND MIND in a sound body, is a short but full description of a happy state in this world. He that has these two, has little more to wish for; and he that wants either of them, will be little better for anything else.
—JOHN LOCKE, *Some Thoughts Concerning Education*.

UNITED BUSINESS EDUCATION ASSOCIATION

President—CECIL PUCKETT, *University of Denver, Denver Colo.*

Vicepresident—ALBERT C. FRIES, *Northwestern University, Evanston, Ill.*

Treasurer—GLADYS BAHR, *Withrow Highschool, Cincinnati, Ohio*

Executive secretary—HOLLIS GUY, *1201 Sixteenth St. N. W., Wash. 6, D. C.*

Executive Board

Northeastern, EDWARD L. COOPER, *N. Y.*; WILLIAM S. BROWN, *Maine*; VERN FRISCH, *N. Y.*

Mid-Atlantic, THOMAS M. GREENE, *Md.*; BERT CARD, *N. J.*; GORDON RUDY, *Pa.*

Southern, PARKER LILES, *Ga.*; BENJAMIN R. HAYNES, *Ala.*; MRS. J. E. JOHNSON, *Ark.*

Central, RUSSELL J. HOSLER, *Wis.*; GLADYS BAHR, *Ohio*; ALBERT C. FRIES, *Ill.*

Western, MARY IRENE BROCK, *Kansas*; CECIL PUCKETT, *Colo.*; EUGENE HUGHES, *Texas.*

Pacific, CLARA VOYEN, *Oregon*; EDWIN SWANSON, *Calif.*; JOHN N. GIVEN, *Calif.*

Dues—\$6 professional membership; \$3 regular membership; \$3 student professional; \$1.50 student regular.

Membership—6000

Historical Background—The United Business Education Association was formed in Buffalo, N. Y., July 1, 1946, thru the merger of the NEA Department of Business Education and the National Council for Business Education.

Activities for 1947-48—UBEA published the first complete volume of its new monthly magazine, *UBEA Forum*. October-thru-May issues featured shorthand, typewriting, bookkeeping and accounting, office machines, general clerical, basic business, distributive occupations, and office standards respectively.

The National Business Education Quarterly, official publication of the UBEA divisions, devoted fall and spring issues to activities of the UBEA Research Foundation, and winter and summer issues to the UBEA Administrators Division.

Sponsored activities of UBEA include: Future Business Leaders of America, a national youth organization; Student's Typewriting Tests; and National Business Entrance Tests published in cooperation with the National Office Management Association.

Expanded services for 1948-49—The new UBEA Teacher-Education Division will be inaugurated during the year.

Recommendations and plans—[1] That UBEA continue to work toward increasing and improving its services to teachers, students, and businessmen.

[2] That it continue to work toward a stronger national organization for public-school business teachers thru encouraging affiliated local and state groups.

[3] That it establish an annual FBLEA Day in each state sponsored jointly by the national organization and a state college or university.

[4] That it continue to promote better business education thru whatever means seem desirable.

VOCATIONAL EDUCATION

NEA contact—WILLIAM G. CARR, *associate secretary*

Dues—None.

Historical background—The Department of Vocational Education was organized in 1875 as the Department of Industrial Education and continued under this name until 1890 when it was reorganized as the Department of Indus-

trial and Manual Training. In 1899 the name was changed to the Department of Manual Training, and in 1914 to the Department of Vocation Training and Practical Arts. It assumed its present name in 1919. The Department normally meets twice a year. It has not been active in recent years.

The Need for Leaders

THE NEED for leaders exists wherever men aspire to be civilized. No democratic order can long survive without men and women of high purpose and integrity devoting themselves to the common welfare. Without leaders no school can maintain a noble spirit and high ideals of character and personal attainment. Without leaders industry stagnates and agriculture languishes. Without leaders the practice of law loses its character as public service and lawyers become the hirelings of special privilege. Without leaders education degenerates into petty drill and lesson-hearing. Even the church without inspired and able leaders becomes commonplace. Leadership or chaos—these are the alternatives. And leadership must awaken anew with each generation if the human race is to go forward. Humanity will always make a place for real leadership.

NEA HEADQUARTERS DIVISIONS

THE EARLY WORK of the Association was carried on entirely by volunteers. NEA officers did their work for the Association at night or on the occasional weekend that they could free of other responsibilities. Outstanding contributions were made by such leaders as James H. Canfield. Headquarters of the NEA were wherever the secretary lived.

This arrangement, which met Association needs when the NEA was a small organization with several hundred members and no program of activity except an annual convention, was most unsatisfactory as the Association grew. In 1898 leaders in the organization, feeling that the time had come to provide a more businesslike setup, created the position of fulltime secretary.

First to hold this position was Irwin Shepard, who in addition to holding the presidency of the State Normal School at Winona, Minnesota, had since 1893 served as secretary, with a small salary for this parttime service beginning in 1895. NEA offices were in Secretary Shepard's home at Winona. There were several clerks on the staff, tho the Shepard family pitched in to help on the frequent occasions when the work was too heavy for the small staff.

The second fulltime secretary was Durand W. Springer, who with the assistance of a handful of clerks, maintained an office in Ann Arbor, Michigan.

World War I challenged teachers to action and in 1919 the Association, under

Secretary J. W. Crabtree, established permanent headquarters in Washington, D. C. As the Association increased its services and membership doubled and redoubled again and again, the Association's staff grew, and has continued to grow under the fourth fulltime secretary, Willard E. Givens.

Work carried on at headquarters fell into natural groupings which formed the basis for the creation of divisions. A division of records and accounts was established in 1917, a division of field work in 1918, business division in 1919, publications division in 1920, secretary's office in 1920, research division in 1922, membership division in 1925, division of rural service in 1936, legislative and federal relations service in 1943, and divisions of audio-visual instructional service, adult education service, and travel service in 1945.

As Association departments and commissions have grown in importance and responsibility, their work has called for fulltime secretaries at NEA headquarters. Five commissions and 15 departments now have secretaries and staffs at the Washington office.

The NEA headquarters workers have always believed that the Association is not a building, a headquarters staff, or any group of officers or departments. It is a body of teachers, of members with ideals and purposes and the habit of participation in a common task.

ACCOUNTS

MARY J. WINFREE, *director*

NEA BYLAWS STATE that the "Treasurer shall receive from the Executive Secretary all monies paid to the Association." The Division of Accounts represents the Treasurer; consequently opening the mail of the Association is a joint enterprise of the Secretary's Office and the Division of Accounts.

More than 70,000 pieces of mail containing money have been received since June 1, 1947. In one week \$186 in stamps was received. Receipts from all sources—including departments, commissions, and special funds—are in excess of \$3,000,000. During October and November the average Monday volume of letters containing money is 3600.

Each letter is read and cash detached if necessary to send correspondence to one or more offices for prompt reply; memberships audited, acknowledged, alphabetized, and journalized before sending to the Division of Records. Memberships cleared on October 20, 1947, totaled 21,000. Since the volume is large, items are cleared the day received.

Nineteen thousand orders for publications accompanied by cash have been processed. Each request is audited and passed on to the Mailing Section within 30 minutes of the receipt of the mail. Accounts receivable for publications sold on credit are followed up and collected. They involve over 12,000 accounts.

All disbursements are made for the

Association, departments, etc., upon receipt of proper vouchers from the Business Office. Since the Division budgets to the full extent of receipts, disbursements are made thru 15,000 checks.

Financial records are maintained for the Permanent Fund. Monthly statements are prepared and sent to the officers of the Association, departments, committees and commissions. Constant assistance is given departments on their accounting problems. Payrolls are handled semi-monthly.

Additional activities of the Division have been extra payments to convention delegates; receipts and disbursements of over \$100,000 for tours operated by the Division of Travel; and daily reports to the Secretary and the Committee in charge of the Overseas Teacher-Relief Fund, which totals over \$275,000.

A Life Membership campaign has been vigorously pushed and memberships cleared immediately when received. New Life Members in the campaign totaled 2126. As over 99% of these are on the partial payment plan, negotiable notes are obtained for the balance due and notes receivable have largely increased in volume.

The funds of the Association are received in volume and because of the complexity of the organization and the similarity of the names of the publications, the Division is a labyrinth of details requiring accurate and patient attention.

ADULT EDUCATION SERVICE

LELAND P. BRADFORD, *director*

THE Division of Adult Education Service was established by action of the NEA Executive Committee in 1945 to help schools meet the problems of adult and veteran education. The director of this Division also serves as executive secretary of the Department of Adult Education.

The work of this Division is especially important because the problems of adults are predominately of the "right-now" variety and because the solutions drastically affect both adults and children. This fact is highlighted by the increased accumulation of internationally important events requiring intelligent decisions by all our citizens and by returning veterans needing assistance in adjustment to a peacetime economy.

Continuance of our democratic life will necessitate development of an enlarged understanding of the value of an adequate adult-education program. Educational institutions face the task of developing realistic adult-educational programs geared to meet the needs of veterans, war workers, and all other adults. If the schools of America meet this challenge, they will have given the country renewed faith in its educational system and an enlarged understanding of what the schools can contribute to the nation.

To aid with these problems, the Divi-

sion will attempt to develop special publications in the field of adult education. Plans are being laid to distribute to schools suggestive guides for the establishment of adult programs in the communities. These guides will be concerned with the problems of community-organization education for adults, with ways of reaching and interesting the veteran in his educational opportunities, and with methods of working with adult groups. Such guides can later be followed by more exhaustive material of help to administrators, principals, and teachers.

There is a sudden upsurge in the number of state and local associations in adult education now being formed. The Division, in conjunction with the NEA Department of Adult Education, will work thru regional and state officers of the Department in assisting in the development of such associations. Certainly every state education association might well work toward developing a section on adult education to give assistance to the establishment of successful educational programs for adults.

The problem of adult education will assume increasing importance during the next few years. These problems are essentially ones for the public schools of the country. The training of teachers and the development of curriculum materials and methods in adult education are the challenging tasks ahead.

Successful careers do not just happen; they are planned.

AUDIO-VISUAL INSTRUCTIONAL SERVICE

VERNON G. DAMERON, *director*

THIS DIVISION was established September 1, 1945. Its general purpose is to promote the establishment of new programs of audio-visual instruction and the expansion and development of existing programs on all levels of education thruout the nation.

A large part of the work of the Division will continue to be that of serving as a clearinghouse of information on the many phases of audio-visual instruction: especially selection, evaluation, utilization, finance, production, and distribution. The program includes consideration of motion pictures, filmstrips, slides, radio, television, charts, posters, photographs, and all other types of audio-visual materials. The clearinghouse function of the Division is carried out largely thru correspondence and the preparation and distribution of various types of printed materials.

The Division actively cooperates with local, state, and national audio-visual organizations and various government agencies, and provides advisory assistance on audio-visual problems to NEA divisions, departments, commissions, and committees. The Division is concerned with encouraging the development of [1] a broad view of the audio-visual field, with emphasis upon the qualitative aspects of well-rounded programs of

audio-visual instruction and [2] a philosophy of instructional materials which recognizes the proper place and role of audio-visual materials within the framework of the curriculum.

Activities during 1947-49—[1] Continuation of a series of articles in the *NEA Journal* especially designed to be of assistance to the classroom teacher. [2] Cooperation with the Research Division in the preparation of bibliographies for use in the clearinghouse function. [3] Preparation of articles for publication in various audio-visual journals. [4] Participation in local, state, and national audio-visual conferences. [5] Cooperation with numerous producers of audio-visual materials. [6] Replying to several thousand letters of inquiry for information on audio-visual instruction.

Plans for 1948-49—The plans for next year include the same general kinds of activities as during the past year, with the addition of a new service designed to assist teachers in the selection of educational films. This plan calls for the evaluation of currently produced films by six geographically representative audio-visual centers and publication of the results in each issue of the *NEA Journal*.

The director of the Division serves as executive secretary of the Department of Audio-Visual Instruction and on various committees of several national educational organizations.

Knowledge without the spirit of service is dangerous.

BUSINESS

H. A. ALLAN, *asst secy for business*

RESPONSIBILITY for the general business activities of the Association and its departments, commissions, and committees is placed in this Division of about 40 employees. These activities cover a wide range, include many transactions, and involve large amounts of money.

Activities for 1947-48 — Audit of vouchers payable with distribution and allocation of charges; such vouchers total more than \$1,300,000.

Preparation of payrolls with computations of overtime, tax withholdings, and other deductions involving an average of about 360 employees for a total of approximately \$1,100,000.

Maintenance of personnel records covering service, attendance, salaries, taxes, victory bond purchases.

Administration of retirement annuity and group hospitalization plans, employer's liability, insurance, and bonding.

Preparation of special financial statements and budget material; assistance to Trustees with investments and property; inventories and billings.

Contacts with various government agencies on matters controlled by their regulations. General business contacts for the Association.

Association convention organization including operation of exhibits at AASA annual meeting.

Business management of *The Journal* and other Association periodicals. Advertising for *The Journal*. Contracts for production of a large variety of printing.

Purchase of supplies and equipment. Handling of specifications and schedules for printing.

Operation of duplicating unit in which large quantities of mimeograph, multigraph, and multilith materials are produced.

Sales of publications, including all billings, inventories, and sales records.

Mailing of periodicals, yearbooks, bulletins, and many other printed and mimeographed materials.

Care of all stock and equipment.

Information and telephone service.

Maintenance and operation of administration building and annex.

The Division of Business is coordinated in one way or another with all of the Association's activities on questions of financing, policies, or procedures. It is involved in the administrative actions and decisions that are basal to the Association's work and progress.

I VIEW education as the most important subject we as a people can be engaged in.—ABRAHAM LINCOLN

FIELD SERVICE

CHARL ORMOND WILLIAMS, *director*

THE Division of Field Service in the fiscal year, 1947-48, continued work with both lay and educational groups, particularly national groups of women. The director made trips to 11 states and touched other national and foreign areas thru conferences in Washington.

The director took an active part in the organization of Protestants and Other Americans United for Separation of Church and State. She attended conference groups in both Washington and Chicago, and was elected a member of the executive committee when the organization was finally set up. This group issued a 32-page *Manifesto*, written and signed by five outstanding ministers and officers in various Protestant groups, pointing out immediate dangers to the important American principle of separation of church and state so close to the welfare of public schools.

The director contributed to the formation of an Advisory Committee of educators, religious leaders, and other citizens, both men and women, to help direct the activities of this new and important organization.

The director spoke at the conference of 60 women's organizations at the Waldorf in New York, called to commemorate the one-hundredth anniversary of the drafting of the first platform for women's rights at the famous Seneca Falls Conference held in 1848.

In the National Federation of Business

and Professional Women's Clubs of 135,000 women, the director continued her work, holding the chairmanship of two national committees. One sought to place women in policy-making posts and the other planned a memorial to past presidents of the National Federation. The latter involved planning a *Women-of-the-World Window* as a memorial to all women, with education as one of the principal areas commemorated.

The Director of Field Service continued her work with the National Congress of Parents and Teachers thru correspondence and personal contacts.

At the *New York Herald Tribune* Forum, she had contacts with influential persons in many states. She participated in the Third National Conference on Citizenship and the White House Conference on Family Life.

During 1947-48, the director of field service again served as delegate from the NEA on the Youth Conservation Clearinghouse, participated in by nine national women's organizations.

In April 1948 the Soroptimist Club of Washington, D. C., awarded to Miss Williams a silver medal for her attainments in the educational field and for furthering the economic and social advancement of women.

The Division of Field Service acts as national coordinator or clearinghouse for Institutes on Professional and Public Relations, a report of which appears on page 285 of this HANDBOOK.

LEGISLATIVE-FEDERAL RELATIONS

R. B. MARSTON, *director*

ERNEST GIDDINGS, *assistant director*

BOYD COMSTOCK, *legislative assistant*

THE CHIEF functions of the Division are [1] to assist the Legislative Commission in developing legislative policies for consideration by the NEA Representative Assembly, and [2] to serve as the executive arm of the Commission in giving effect to policies approved by the Representative Assembly.

Major emphasis during the 1947-48 school year fell upon the legislative objective of federal aid, without federal control, to assist the states in financing public elementary and public secondary schools. S472 and HR2953, supported by the NEA in the 80th Congress, were vigorously promoted by the Division.

On April 1, 1948, the Senate passed S472 by a vote of 58 to 22. This was the first time in the history of the nation that legislation of this type was passed by either Senate or House.

The House of Representatives, despite overwhelming public support for the pending legislation, refused to act. Speaker Joseph W. Martin, Jr., explained the position of the House by declaring that the costs of national defense in relation to a balanced budget would not permit enactment of the McCowen bill [HR2953]. This statement was offered while the national tax ticket was being reduced by approximately \$4½ billion per annum.

Chief opposition to the measure was

advanced by the United States Chamber of Commerce, the Hierarchy of the Catholic Church, and a number of taxpayers associations.

During the course of the year the Division was actively engaged in [1] disseminating information; [2] developing local, state, and nationwide meetings of representatives of state education associations; [3] increasing the interest and activity of other national lay and professional associations with respect to the needs of public education; [4] working with outstanding national leaders in many walks of life; and [5] maintaining liaison with members of Congress and with the Executive Department of the federal government.

The extent of lay support for strengthening public education thru federal aid without federal control was significant. More than 65 national organizations cooperated in working for the enactment of S472-HR2953 by the Congress. At no time in the history of the United States has there been a greater manifestation of popular concern over the development of public education as a basis for national prosperity and world security. The action of the House of Representatives in refusing to act favorably on the Taft-McCowan bills was contrary to the expressed wishes of many millions of citizens. The Division constantly maintained close contact with participating national organizations.

These organizations expressed their in-

NEA Headquarters Divisions

terest thru their publications and particularly thru working with members of Congress individually and with the respective Senate and House committees to which school legislation was referred.

In cooperation with the NEA Press and Radio Relations Division the Legislative-Federal Relations Division supported on a sustained basis a publicity program which was nationwide in scope and effectiveness.

As a result of an emergency appropriation authorized by the NEA Executive Committee, the personnel of the Division was temporarily increased from January 1 to June 20, 1948, to permit the more vigorous prosecution of the federal-aid objective. This expansion was of immeasurable benefit.

Particularly outstanding in the experience of the Division during the year was the helpful cooperation of state and local education associations. The magnitude of such cooperation was without precedent. Late in the second session of the 80th Congress, the Speaker of the House is reported to have said that the volume of mail and telegrams reaching Congress in support of S472-HR2953 exceeded that on any other measure before the House. In this enterprise the Division was ably supported by other divisions, departments, and commissions of the NEA, and by cooperating national lay groups.

During the course of the campaign many state and local education associations sent representatives to Washington to confer with their Senators and Repre-

sentatives. This action was helpful to a high degree.

1947-48 will stand out as a year of unusual growth in the effectiveness of the NEA and its affiliates on the legislative front. It was a year of promise for the future.

Consistent with a policy approved by the Legislative Commission at the 1948 Cleveland NEA convention, the Division will sponsor cooperative NEA-state education association conferences on school legislation thruout the nation in the fall of 1948.

Another project to be stressed will be conferences between state and congressional district school leaders and their Senators and Representatives prior to the convening of the 81st Congress in early 1949. Concurrently the Division plans contacts with nominees for the office of President of the United States. The chief purpose of such conferences will be to present the views of the organized profession on legislative policies affecting public education.

Beyond these projects, the Division will continue efforts to strengthen the effectiveness of NEA service along the entire legislative front, in keeping with the policies of the Legislative Commission and other agencies authorized to act for the NEA.

The federal-aid campaign will be prosecuted with increasing vigor in 1949. To this cause the Division invites the aggressive cooperation of all interested citizens and organizations.

MEMBERSHIP

T. D. MARTIN, *director*

THE PROMOTION and maintenance of membership are the primary responsibilities of this Division. This work is carried on in close cooperation with the NEA President, Secretary, editor of *The Journal*, and other members of the headquarters staff, NEA state directors, state secretaries, and other state and local leaders.

Membership ranged from 43 to 10,000 during the NEA's first 60 years. Since 1917, when headquarters came to Washington, it has increased every year except two depression years, 1933 and 1934.

Comparative figures for the past five years, as of May 31, are as follows:

<i>Date</i>	<i>Membership</i>	<i>Increase</i>
1944	271,847	52,513
1945	331,605	59,758
1946	340,973	9,368
1947	386,643	45,670
1948	441,127	54,484

The unusual increases made 1943-45 were due largely to enthusiasm kindled by the War and Peace Fund Campaign. The slowing down in 1945-46 was due to the letdown following V-J Day and increase of dues from \$2 to \$3.

The encouraging increases in 1946-47 and 1947-48 reflect the determination of the profession to meet the present crisis in an organized, professional manner. The Victory Action Program is an inspiring challenge. For goals and plans for realizing them see pages 24-66.

The Unified Dues Plan by which professional dues for local, state, and national

associations are collected as a single fee by the local, continues to grow in favor. It has been employed during the past year with marked success by a dozen states and hundreds of locals.

Promotion plans for next year, in states which have not yet adopted the Unified Dues Plan, include two or three letters from NEA headquarters to city and county superintendents, elementary and highschool principals, teachers college presidents, heads of departments of education in universities and colleges, presidents and secretaries of local associations. These letters will carry enrolment blanks and information on the NEA.

State directors and other state and local leaders will supplement these communications by state, district, and local conferences; preparation of articles for state and local association periodicals, and local and state newspapers; greetings from the NEA at the annual state convention and at district, county, and city teachers meetings; exhibits of NEA services and publications at these meetings; and presentation of the purposes and program of the NEA and the FTA at teacher-training institutions.

The goal of 800,000 members by 1951 in our united professional organizations can easily be realized as state and local leaders continue in action.

Noteworthy during 1947-48 was the success of a special Life Membership campaign which resulted in the recruiting of 2126 new Life Members.

OFFICE of the EXECUTIVE SECRETARY

WILLARD E. GIVENS, *executive secretary*

WILLIAM G. CARR, *associate secretary*

KARL H. BERNIS, *assistant secretary*

HARRIETT M. CHASE, *chief assistant to the secretary*

THE TEACHERS' PROFESSIONAL HOME in the nation's capital is occupied by 14 divisions, five commissions, and 15 of the 29 departments—a staff of over 300.

The Secretary's Office directs the functions outlined by the policy-making bodies of the Association—the Representative Assembly, Board of Directors, Executive Committee, and Board of Trustees—and serves as a clearinghouse for the divisions, departments, commissions, and committees.

The responsibility for selecting clerical personnel is part of the work of this office. The scarcity of qualified clerks, stenographers, and secretaries is appalling. There are constant demands by government agencies which make the securing of help for the NEA very difficult.

All mail for the building is opened, stamped, and distributed in the Secretary's Office and much of it is answered here. In addition to this general correspondence, much of the work of the officers of the Association, particularly that of the President, is done here. The reorganization of NEA committees, commissions, and councils as a part of the Victory Action Program has resulted in much additional correspondence. This

work has been handled entirely by the assistant secretary. The total number of committee members for 1947-48 is 10,760, an increase of 3631 over last year.

Fieldwork by staff members has been assigned and coordinated by the assistant secretary. This service has been much more extensive during the past year than ever before. Conditions have made increased fieldwork more necessary. Both the executive secretary and the assistant secretary have devoted much time to fieldwork and to federal-aid legislation. The associate secretary is headquarters contact for all departments.

All official documents, such as minutes of the Executive Committee, Board of Trustees, Board of Directors, and Representative Assembly, are prepared in the Secretary's Office for the permanent record. Many of the hundreds of visitors who come to NEA headquarters annually spend some time in the office of the Executive Secretary. These contacts are of great value to the Association. More and more teachers and students who come to Washington visit their professional home in the nation's capital. All are most welcome.

Calls upon the Executive Secretary for participation in conferences of all kinds are heavy. He serves regularly as a member on the official boards of more than a dozen national organizations and is called upon to address many organizations and groups.

PRESS AND RADIO RELATIONS

BELMONT FARLEY, *director*

ROY K. WILSON, *assistant director*

THIS DIVISION works closely with NEA departments, commissions, committees, and headquarters divisions to gain cooperation of the public in action programs undertaken by the profession.

The Division maintains a press and radio service for NEA and department conventions, and conferences; releases Association research studies, yearbooks, policy statements; and arranges and prepares radio programs for the organization.

Washington newspaper correspondents, the press services, and magazine writers are in touch regularly with this Division. Releases are issued to daily and weekly newspapers, press services, radio commentators, and editorial writers.

The Division distributes NEA publications to educational and lay magazines, newspapers, writers, and libraries in the US and most foreign countries.

During the current year, greatest emphasis has been placed upon support for the passage of S472 and HR2953, NEA-sponsored federal-aid-to-education bills before the 80th Congress. A broad program of press and radio relations has been carried out in close cooperation with the Legislative-Federal Relations and Research divisions. To maintain this program three temporary workers and clerical assistance for them were added to the staff of the Division. While there is still some editorial hostility to federal aid,

the major portion of the American press is supporting the measures before Congress. The stake of the federal government in a well-informed citizenry is a prominent topic in the largest amount of material the nation's press has ever published on education in any one year.

"Our Teachers," *Annual Report of the Profession to the Public*, was released to the press March 1948 as a feature of an intensive program to secure for teaching the full recognition of a profession.

Special press and radio services were maintained in 1947-48 by the Division for: [1] the NEA Representative Assembly at Cincinnati, Ohio; [2] the annual convention of the AASA at Atlantic City, N. J.; [3] the National Conference for the Improvement of Teaching at Oxford, Ohio, and at Bowling Green, Ohio; [4] National Conference on Higher Education, Chicago, Ill.; [5] the National Conference on Citizenship at Washington, D. C.; [6] the annual convention of the Music Educators National Conference at Detroit, Mich.; [7] the annual convention of the American Association for Health, Physical Education, and Recreation at Kansas City, Mo.; [8] Second National Conference of County and Rural Area Superintendents, Indianapolis, Ind.; [9] annual convention National Council for the Social Studies, St. Louis, Mo.

Beginning with 1948-49, this Division will issue *The Public and Education*, a publication for lay leaders, formerly handled by the Division of Publications.

PUBLICATIONS

JOY ELMER MORGAN, *director*
LYLE W. ASHBY, *associate director*
MILDRED S. FENNER, *assistant director*
RUTH COYNER LITTLE, *assistant director*
AGNES SAMUELSON, *assistant director*

The Journal—The director of the Division, which was created in 1920, is editor of *The Journal*, official publication of the NEA, which goes to every member. Since the first issue of *The Journal* [January 1921] 248 issues have been published.

The Journal for 1947-48 had fewer pages than in 1946-47 because of increased production costs but due to the increase in NEA membership, more copies were printed than ever before. It publicized and promoted the NEA campaigns for federal aid, OTRF, teachers salaries, and teacher selection, and has continued its support of the Victory Action Program. Special sections were devoted to current trends and to international education. Especially popular were series on conservation education and on child growth and development. Generous space was also devoted to discussion of such subjects as curriculum, rural education, intercultural education.

Other projects—The Division carries responsibility for numerous Association projects, some of the most important of which are noted below.

Overseas Teacher-Relief Fund—The OTRF, authorized by the NEA Executive Committee in November 1947, to-

taled approximately \$265,625 on May 10, 1948. Two of the assistant *Journal* editors served on the OTRF committee, one as chairman. *Journal* articles which appeared thruout the campaign contributed to its success. Allocation of the funds and a list of contributions by states will be found on page 282.

NEA Institute—Under the leadership of the Division of Publications and in cooperation with American University, the third Institute of Organization Leadership was held in the summer of 1948, attended by more than 100 leaders from 45 states, the District of Columbia, and Hawaii. [Page 284]

NEA News—This four-page printed publication replaced the *Leaders Letter* at the beginning of the school year 1947-48. It is sent to leaders in local, state, and national associations, and school administrators thruout the country to keep them in touch with the official activities and plans of the NEA. The rapid service which has been developed thru the *News* has been especially useful in connection with campaign drives such as federal aid.

American Education Week—The theme for the 27th observance, November 9-15 was "The Schools Are Yours." Income from sale of AEW material for 1947 was \$35,365. More than 25,000 packets and manuals were distributed. The theme for 1948 is "Strengthening the Foundations of Freedom." [Page 280]

NEA Headquarters Divisions

Future Teachers of America—Forty-seven new FTA chapters added during 1947-48 brought the total to 217, with 9154 members. The *Eighth Yearbook*, of which 11,000 copies were printed, was distributed to members and others. Four Chairman's Letters and 15 Sponsors and Organizers Letters were sent out and a *Manual for FTA Clubs in Highschool* was prepared for fall distribution. The FTA chapter in college and university is the equivalent of a local association in its relation to the state and national groups. National chairman of FTA is Joy Elmer Morgan; national secretary, Wilda Freebern Faust. During 1947-48 Sarah C. Saunders served as national secretary.

For additional information about FTA, see page 279 of this Handbook.

Personal Growth Leaflets—Since the appearance in 1932 of the first Personal Growth Leaflet, 40,270,832 leaflets—including reprints in *The Journal* and other NEA publications—have been published. New titles added in 1947-48 were "Strengthening the Foundations of Freedom" [American Education Week PGL 58] "Religion and the Public Schools" by James B. Edmonson [PGL 190]; "American Life in Biography" by Gunnar Horn [PGL 205]. Next to *The Journal* and the AEW materials, these leaflets have the widest distribution of any NEA publication.

Association printing—The Division has since its beginning given service of technical editing and management through the press of most of the major publica-

tions of the NEA. Since 1921 more than three and one-half billion pages have been issued. During 1947-48, the Association published a total of 474,534,259 pages.

Formerly the production of *The Journal* and the production of other material were in separate units of the Division. Beginning with the May 1946 *Journal* these were consolidated in the editorial service unit, which since February 1946 has been under the direction of Walter A. Graves.

NEA Movie—Production and distribution of the NEA movie, *Assignment: Tomorrow*, have been handled by the Division. The film was authorized by the Executive Committee in April 1945. Two hundred and fifty prints are now in circulation. Reports have been excellent. Up to April 1948 more than 2060 bookings had been handled. The film, now available in 17 foreign languages, is being distributed abroad by the US Information Service of the Department of State.

NEA Handbook and Manual—1947 was the first year in which the *NEA Handbook* and *NEA Manual for Locals* were combined into one publication. Thirty thousand copies of the Handbook were printed.

Art Service—The Division's art section services many other Association publications as well as *The Journal*. Since this section was established in 1935 it has been under the direction of F. Erle Prior.

RECORDS

W. L. CHRISTIAN, *director*

THIS Division is charged with the responsibility of maintaining accurate and uptodate records of the nearly 450,000 members of the NEA. Altho the work is of seasonable nature, attempt must be made to gear it to peak loads of membership returns during the fall and early winter months. During October and November 1947 nearly 270,000 individual memberships were received in this division for processing and recording.

It is necessary to maintain an accurate file of addressing plates arranged geographically by states and post offices, so that the *NEA Journal* may be mailed to members. This plate file is set up on Speedamat plates in order to obtain the fastest method of addressing as well as the flexibility necessary to send membership cards for the current year. The impression on the back of the membership card is a replica of the plate in the file and the payment of dues is recorded thereon.

A visible file of the members arranged alphabetically is maintained so that duplications caused by the individual member's failure to record a change of name or address may be spotted and eliminated.

This step in the processing of membership could be minimized and probably it could be eliminated entirely, if the individual member would indicate change of address or name when renewing from year to year. Often failure to receive copies of the *NEA Journal* can be at-

tributed to the fact that changes were not sent in promptly.

Continuous efforts are being made to speed up the processing of membership dues and to dispatch the membership cards and copies of the *NEA Journal* promptly.

Thru constant cooperation with the Membership Division, the file of 100% membership of schools, cities, and counties is acknowledged by the preparation and mailing of certificates and seals.

In addition to the services to the NEA member, an addressograph plate file of more than 150,000 individual names is maintained for the dissemination of information and promotion of membership. This service is extended to the headquarter's divisions, NEA committees, and commissions.

The Division also serves the departments now housed in the headquarters building by embossing and maintaining the addressing files for their membership.

Addressing service is provided for all NEA activities and departmental requirements. This necessitates the imprinting of over three-quarters of a million pieces in an average month.

It is also the responsibility of this Division to administer and process the activities in the allotment, certification, and registration of delegates and alternates from state and local affiliated associations to the Representative Assembly at annual conventions.

RESEARCH

FRANK W. HUBBARD, *director*

IVAN A. BOOKER, *assistant director*

HAZEL DAVIS, *assistant director*

MADALINE K. REMMLEIN, *assistant director*

CLAYTON D. HUTCHINS, *assistant director*

FOR MORE THAN two decades the Division has sought to perform two functions for the Association: [1] to provide information required currently, and [2] to undertake longtime investigations in anticipation of future needs. Its two major areas of operation have been technical, professional subjects [i. e. instruction and administration] and professional welfare problems [i.e. salaries, tenure, and retirement].

A few past achievements—Since 1922 the Division has answered nearly 125,000 letters of inquiry. To answer these letters requires preparation of hundreds of bibliographies and memorandums.

To date 115 major topics have been dealt with in *Research Bulletins*; more than 1,800,000 copies have been printed and distributed. These studies are primary sources of information on salaries, retirement systems, school finance trends, pupil and teacher personnel.

Fifty yearbooks have been prepared for the departments of classroom teachers, elementary school principals, and school administrators. At least 300,000 copies have been distributed.

Many of the NEA's surveys and studies of tenure conditions and laws, academic freedom, international relations,

teaching procedures, economic status of teachers, and other committee problems have been prepared by the Research Division in close cooperation with the committees appointed by the Association to work in each field.

The current year—During the school year 1947-48 the Research Division has worked along the following lines:

[a] *Consultative service*—Thru its extensive correspondence the Division has helped a number of local salary committees to prepare their reports.

Several dozen individuals and committees of laymen and teachers have visited the Division for guidance and materials on state legislation, salary schedules, personnel, and curriculum questions.

Hundreds of letters are being answered on curriculum, administrative, legislative, and instructional problems.

Members of the Division have served as consultants in lay and professional conferences, prepared study guides for the Victory Action Program, and undertaken field trips where special technical services were required.

Numerous memorandums, compilations, and analyses have been prepared for the federal-aid work and for programs of various headquarters divisions.

The Division has been called upon to advise federal governmental agencies with various projects.

Many hours have been given in assisting business and other lay groups with their efforts to develop materials that

NEA Headquarters Divisions

are useful and reliable for use in schools.

[b] *Original studies*—This year the Division has made the following studies: status of the elementary-school principalship; legal status of pupils; state statutes for minimum finance programs; court decisions in 1947 on tenure cases; teacher supply and demand; salary schedules in city school systems; salary trends for teachers and other groups; current practices in single salary schedules; statistical status of state teacher retirement systems; school building needs; school organization trends; activities and status of local education associations; activities of state associations.

[c] *Editorial*—In cooperation with the NEA Department of Classroom Teachers, the Division has prepared several discussion booklets. Various NEA committees are being helped to compile data or prepare reports. The AASA yearbook on *The Expanding Role of Education* [1948] has been published and the one on school building planning is being guided to completion.

Now in process for the Department of Elementary School Principals are the yearbooks on *The Elementary School Principalship; Today and Tomorrow* [1948] and the 1949 volume on the principal's role in increasing public and professional understanding of the elementary school.

The Division prepared basic designs, edited, and guided thru publication the booklets, *Federal Aid-Imperative* and *Still Unfinished*.

[d] *Interpretative*—Thru articles, leaf-

lets, and field trips, the Division has interpreted and explained many of its findings. Bulletins and memorandums have been made available to press services and writers for publications such as *Reader's Digest*, *Time*, *Newsweek*, *Ladies' Home Journal*. Conferences have been held with authors of magazine and newspaper articles. Articles, based upon studies, have been prepared for the *NEA Journal*, lay magazines, state education and other professional journals.

[e] *Special projects*—The Division cooperates with the American Association of School Administrators in providing an information agency, the Educational Research Service. This subscription service (\$35 annually) is closely integrated with the Division's informational activities. The Division's safety education program, begun in 1938, has been taken over and extended in the past few years by the National Commission on Safety Education. The Commission and the Division have many cooperative relationships.

The Division serves as the administrative office of the American Educational Research Association.

The years ahead—As the profession grows in strength thru better organization and more adequate funds the services of the Research Division should be increased. The Division's task is to collect more facts; to cover more unexplored areas; to improve the quality of the information collected; to present the information in most useful form; and to get it to the right people at the time when the information will be most effective.

RURAL SERVICE

HOWARD A. DAWSON, *director*

LOIS M. CLARK, *assistant director*

CHARLES P. FITZWATER, *assistant director*

THE WORK of the Division of Rural Service and the Department of Rural Education is highly coordinated. Membership campaign and promotion activities for the Department are carried on thru the Division and detailed assistance is given Department committees and divisions in carrying on their work.

The Division provides consultative services to national, regional, state, and local groups in matters pertaining to education in rural areas. During 1947 the staff gave 108 addresses, participated in 88 or more conferences in 27 states and the District of Columbia.

Recently extensive consultative service has been given to committees and commissions planning school district reorganization. The director and an assistant director have served as co-chairman and member, respectively, of the National Commission on School District Reorganization. *Your School District*, a book prepared by this Commission, is being published and 30,000 copies of *A Key to Better Education*, a 16-page companion bulletin, have been disseminated.

The Division has helped to stimulate the development of supervisory programs in rural areas. Encouragement has been

given to the joint participation of lay groups in educational planning. The Division has cooperated in educational projects sponsored by lay groups, developed and published special materials, and assisted with educational surveys. Working relationships are harmonious and effective.

Successful effort has been made to discover and encourage the fuller development and use of rural educational leadership thruout the nation.

An assistant director participated in the Ann Arbor Conference on Rural Education, thru which state departments of education sought to develop ways and means of improving the quality of educational leadership provided in rural areas.

The Division has cooperated with Rural Youth of the USA and the American Country Life Association, an assistant director serving as secretary to the advisory committee of the former and member of the board of directors of the latter group.

The Division has worked with the Alliance for the Guidance of Rural Youth, of which the director of the Division is president. An outstanding accomplishment was an institute held in Harlan County, Kentucky, thru which educators and other citizens planned cooperatively for a better life in a rural industrial county.

"The teacher is selected and licensed for the improvement of society."

TRAVEL SERVICE

PAUL H. KINSEL, *director*

THE Division of Travel Service conducts small, cosmopolitan tour groups of NEA members to domestic and foreign areas during the summer months.

NEA tours are especially planned for teachers not content with mere sight-seeing. They are especially developed to give tour participants important educational, recreational, and social experiences in the region or country visited. They offer the greatest possible travel values at the lowest possible cost. Tours are organized with the cooperation of educators in each country or area visited.

These tours are extended field trips, offering preparation for travel thru reading from especially prepared bibliographies; orientation sessions; lectures by outstanding authorities on history, geography, the arts, and economics of the tour area; planned observation program with interpretation; and a followup program including newsletters and reports.

Social events are arranged especially for tour groups and include receptions, entertainments featuring folk dances and songs arranged by local teachers, and other activities characteristic of the country or region visited.

In areas where schools are open during the summer, local teachers accompany

tour members to classes of their choice.

The tour membership represents many interest fields and levels of the educational profession, as well as the various races and sections of the nation and its possessions.

These tours are operated on a nonprofit basis to enable a larger number of teachers to travel.

Credit for tour membership has been granted by many local school systems for points toward salary increments, by state departments of education for certification renewal, and by universities for academic credit.

1948 Program—Twenty-five groups were conducted between June 15 and Labor Day to: Mexico, 20-day bus tour (six groups); Cuba, 15-day boat and bus tour (three groups); West Indies including Cuba, Haiti, Dominican Republic and Puerto Rico, 20-day air tour (one group); New England-Quebec, 22-day train and bus tour (five groups); Eastern Cities, 22-day train tour (two groups); Rocky Mountain-California-Southwest, 24-day train tour (four groups); Pacific Northwest-California, 27 and 24-day train tours (two groups); Pacific Northwest-Canadian Rockies, 24-day train tour (one group); and Canadian Rockies Inland Passage-Pacific Northwest, 23-day train and boat tour (one group).

THE GOOD EDUCATION of youth has been esteemed by wise men in all ages as the surest foundation of the happiness both of private families and of commonwealths.

—BENJAMIN FRANKLIN.

THE PLATFORM of the National Education Association

THE RESOLUTIONS adopted by the National Education Association at its conventions over a period of nearly ninety years have had a profound influence on American education. Until 1931, however, there was a tendency to repeat each year in the resolutions the educational philosophy of the organization, thereby obscuring the significance of current issues. A committee appointed in that year drew up a permanent platform, which was adopted at the 1932 convention. The platform has been restudied by each Committee on Resolutions since that time and changed in the light of new needs and purposes. Resolutions each year deal with the specific issues pressing at the time. The platform is supplemented by the annual resolutions.

The platform of the National Education Association is not a thing of words, but a program of action, of tasks for achievement. Every officer of a local, state, or national association should study this platform, pick out from it the particular points that are in his field of action, and go forward to reach the goals set forth.

THE NATIONAL EDUCATION ASSOCIATION believes that education is the inalienable right of every American; that it is essential to our society for the promotion and preservation of democratic ideals. Therefore, the Association declares its convictions and challenges its members to leadership in attaining the objectives of this covenant.

1. The Child

Every child, regardless of race, belief, economic status, residence, or physical handicap, should have the opportunity for fullest development in mental, moral, social, and physical health, and in the attitudes, knowledges, habits, and skills that are essential for individual happiness and effective citizenship in a democratic

nation and cooperative world. As a means to this end, the Association advocates:

[A] Enriched curriculums that prepare the child for his cultural, vocational, recreational, social, and civic responsibilities in a democratic nation and cooperative world, and that take into account the interests, needs, and ability of individuals.

[B] Socially desirable environment that will give a background of more fertile experience. The radio and motion pictures are of such momentous force in the life of the child that every effort should be exerted toward the continuous improvement of motion pictures and radio programs.

[C] Expansion of our physical fitness

NEA Platform

program which will help the child to understand the scientific basis of health, physical and mental, and to develop health habits. This will include instruction regarding the effects of alcohol and narcotics upon the human body and upon society.

[D] Health services that will strengthen the effectiveness of individuals as citizens. The school should fight the evils of malnutrition, nervous tension, physical ailments, and lack of physical comforts by securing adequate food, clothing, and medical care thru coordinated efforts of local, state, and federal agencies for children who are in need.

[E] Amendment of the Constitution of the United States to provide for the prohibition of child labor.

[F] The improvement and strict enforcement of school attendance laws.

[G] The right to unfettered teaching, which will aid the child to adjust himself to his environment and to changing social conditions thru the development of habits of sound thinking. The fundamental principles of American democracy and world cooperation demand that students be informed concerning controversial issues.

[H] Systematic programs of vocational and educational guidance, vocational placement, and followup, in charge of competent persons especially equipped for the work.

[I] Unified community recreational programs that lead toward physical and mental health, effective citizenship, and constructive use of leisure time.

II. The Teacher

Teachers, regardless of position or title, are professional workers in a common cause, and, as such, have certain responsibilities and rights. The interests of the child and of the profession require:

[A] Teachers of sound character and good health, with high civic ideals, who have been effectively prepared for the service which they are to perform. Their preparation should provide rich cultural background, adequate professional training, thoro knowledge of subjectmatter, and a well-developed social consciousness.

[B] Teachers who have a professional attitude in regard to selfimprovement.

[1] Those in service should be students of professional problems, seeking in every way to develop better educational practices.

[2] Teachers should observe the principles of conduct set forth in the Code of Ethics adopted by the National Education Association.

[3] Teachers should have membership in local, state, and national education associations.

[C] Teachers who are protected in their Constitutional rights of freedom of speech, press, and assembly. Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress.

[1] The teacher's conduct should be subject only to such controls as those to which other responsible citizens are subjected.

[2] Teachers should have the privilege of presenting all points of view without danger of reprisal by school administrations or by pressure groups in the community.

[3] Teachers should have the right of protection from intimidation thru fear of loss of position, reduction of salary, loss of opportunities for advancement, or deprivation of their usual assignments, responsibilities, and authorities.

[4] Teachers should have the right to organize, and to support organizations that they consider to be in their own and in the public interest. Likewise, they should have the right to participate in determining school policies and school management.

[D] Teachers who are protected by salaries adequate to attract and hold in the service men and women of marked ability and thoro training.

[E] Teachers who are protected, in case of disability or old age, by means of sound retirement systems and, in case of financial emergency, by credit unions.

[F] Teachers who are protected from discharge for political, religious, personal, or other unjust reasons by effective tenure laws.

III. The Adult

The adult furnishes to society leadership and vision; therefore, it is essential that he be trained in the fundamentals of education, be made responsive to the demands upon him as a citizen, and be enabled to give guidance to youth. The Association advocates concerted local,

state, and national efforts to attain these ends thru:

[A] Adult education that enriches the cultural aspects of life, prepares for parenthood, provides opportunity to develop personal talents, and emphasizes the responsibilities of democratic citizenship.

[1] The existence of widespread illiteracy in the United States presents a grave problem, an insistent challenge to both laymen and teachers.

[2] The minimum requirements for naturalization should include the ability to read and to write the English language understandingly; a general knowledge of local, state, and national government; the desire to exercise the right of suffrage; and evidence of mental and economic competency. Provision should be made to receive all persons into citizenship with suitable ceremony.

[B] Unified recreational programs that will promote physical and mental health while training in the use of leisure-time activities.

IV. Organization

A combination of national, state, and local support of public schools is necessary to provide adequate educational opportunities in all sections of the various states. For maximum effectiveness the Association believes that:

[A] The federal government should study, stimulate, and support education in the interests of a high type of citizenship and should disseminate information on problems of education.

[B] The state government should or-

NEA Platform

ganize and direct education within the state.

[1] The state department of education in each state should:

[a] Thru experimentation and leadership, stimulate local communities to provide adequate programs of education.

[b] Provide and administer a system of certification of teachers based upon professional standards. The Association recommends a minimum of four years of college preparation.

[c] Certify as to the adequacy of local programs of education in meeting state standards.

[2] Each state should provide for a system of free schools, beginning with the nursery school and extending thru the university, a full year of not less than 180 days in school, and class enrolment not to exceed thirty, with special attention to groups of exceptional children, and with provision for adult education.

[a] Schools for children in rural communities should be recognized as essential and integral parts of the public-school system.

[b] Exceptional children, whether gifted or handicapped, should receive instruction, guidance, and special care in accordance with their respective needs.

[c] Every state should provide a complete program of vocational education for youths and adults: [1] classes should be organized and maintained as integral parts of local school systems; [2] parttime and evening classes should be provided when necessary.

[3] Every state should provide for

the training of teachers and should establish standards of qualification.

[C] The local district should organize and administer its school system in conformity with the standards set by the state.

[1] Local, district, and state boards of control should be chosen on a nonpartisan basis, selected at large from the areas that the board is to serve. Terms of office should be such that a majority of the board will not come into office at any one time.

[2] The local unit of school control should be large enough to justify the employment of men and women with special training in educational leadership for administration and supervision.

[3] Lay boards should be guided by the recommendations of professional educators.

[4] School budgets should be prepared by the school superintendent and his staff and adopted by the board of education.

[5] The selection, promotion and payment of teachers should be on a professional basis: [a] teachers of equivalent training and experience should receive equal pay, regardless of sex or grade taught; [b] teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.

V. Finance

A complete program of adequate educational opportunities in all sections of the various states is essential to abundant living, to national security, and to the survival of world civilization. To achieve

this program thru combined liberal support from national, state, and local sources the Association advocates:

[A] A coordination of the taxing policies of national, state, and local units of government.

[B] The federal government should give financial assistance to the states and territories for the support of education.

[1] Federal funds should be provided with the understanding that the expenditure of such funds and the shaping of educational policies shall be matters of state and local control.

[2] Special federal funds should be made available without federal dictation to prevent the interruption of education in devastated areas when widespread disasters occur.

[3] Funds appropriated to the Office of Education should be augmented to make its efforts increasingly effective.

[C] Each state should provide for the support of a complete system of free schools from the public funds. The tax base should be broadened to include other sources of revenue besides real and personal property.

[D] Each unit of government should be free from measures designed to place a constitutional limit on taxation within the various states.

[E] Boards of education should have financial autonomy in order to fulfill their responsibilities.

[F] Research workers in public finance should discover and disseminate

facts concerning the best sources of revenue and their efficient expenditure.

[G] A continuing program of enlightenment of the public, pupils, and teachers regarding the financial needs of the schools.

VI. Public Relations

Education should prepare each generation to meet the social, economic, and political problems of an ever-changing world. All activities of the school should contribute to the habits and attitudes that manifest themselves in private and public life, law observance, and intelligent participation in civic affairs and world citizenship. To establish thru education a closer relationship among people, the Association advocates:

[A] Continuous programs to interpret to the community the aims, practices, and achievements of the schools.

[B] National movements among parents and teachers to safeguard the welfare of children and to bring the school, the home, and the community into closer cooperation.

[C] Systematic interchange of professional knowledge, visits, and conferences, thru international organization and world education associations.

[D] Teaching children the truth about war, its cost in human life and ideals and in material wealth; the persistence of war in the history of all nations, the danger of its recurrence, and the need for effective international cooperation if future wars are to be avoided.

Resolutions Adopted at Cleveland

[1] *Professional responsibilities*—The National Education Association urges the acceptance of the following responsibilities:

[a] Each member should assume individual responsibility for constant growth and development in all aspects of professional life essential to meeting the expanding school program.

[b] All members should strive to improve existing practices and standards in school policy by participating in groups working for the solution of school problems, such as curriculum revision, teacher welfare, opportunity for advancement, salary schedules, tenure, sick leave, and retirement benefits.

[c] All members should work for improved teacher prestige by participating in local, state, and national professional organizations, in community activities, and public relations programs.

[d] All members should seek salary adjustment in a professional way through group action. The National Education Association deplors practices that are unprofessional and unethical, such as violation of contracts by teachers and boards of education. The conditions which cause dissatisfaction should be studied, and suitable action should be taken that will make strikes unnecessary.

[2] *Professional standards*—To insure competent teachers, the National Education Association urges the adoption of these standards:

[a] The minimum educational qualification for all teachers shall be a bachelor's degree with an inservice educational requirement for additional work toward a master's degree or its equivalent.

[b] Teacher training curriculums shall be developed so that all programs of teacher preparation meet high minimum standards on a comparable basis.

[c] The issuance of emergency certificates shall be discontinued.

[d] Reciprocity between states in such matters as certification and retirement shall be established.

[e] Minimum salaries with adequate annual increments shall be established which recognize the services and responsibilities of the teacher and compensate for thorough professional training, extended graduate study, and years of experience.

[f] The increased cost of living necessitates the study of existing retirement systems for both present members and those already retired, looking toward liberalization on a sound actuarial basis.

[3] *State and county school administrators*—The National Education Association recognizes the importance of state and county departments of public instruction, urges a continuance of the upward revision of educational qualifications for state and county administrators, and recommends more adequate financial support for their departments.

[4] *Expansion of school services*—The National Education Association recommends that the public-school program

should be expanded to provide summer camping, recreational, and creative activities. The Association believes, where the local systems plan these services or conferences or workshops before the opening or following the close of the school year, that teachers' salaries should be increased proportionately to cover the extended period of time and that the extra service be contracted for separately.

The Association also recommends that public education should be extended thru grades 13 and 14.

[5] *Teacher recruitment*—The National Education Association urges that an active program of selective recruitment of teachers be continued. In order that this program may be more widespread in its application and effect, every effort should be made to organize national, state, and regional conferences to attract persons of adequate scholastic ability, high character and integrity, and outstanding personality to the profession of teaching. The Association urges that public and private scholarships be made available for assistance of worthy students, when financial help is necessary.

[6] *United States Office of Education*—The National Education Association believes that the development of education, whether at the local, state, or national level, should be placed above all temporary and partisan political issues with appropriate administrative arrangements to safeguard the integrity of the educational process.

To this end the Association urges Congress to make the United States Office of

Education an adequately financed, independent agency, headed by a national board of education. This board should be composed of representative laymen, appointed for long overlapping terms by the President with the consent of the Senate. It further recommends that a professionally qualified commissioner of education, responsible to the board for the conduct of his office and the performance of his duties, be selected by the board to serve as its executive officer.

[7] *Federal aid to education*—The National Education Association is pledged to a program of public education which will make possible equal educational opportunity for all. The Association is convinced that in order to make this possible, adequate national, as well as state and local support, is both desirable and necessary. This is the primary immediate need of public education. Therefore the Association believes that Congress should be given an early opportunity to vote on federal aid to public education. Such aid should be given without federal control to public elementary and public secondary education in every state.

The National Education Association recommends that federal funds be made available to assist the states in meeting the immediate needs of public-school housing. Such funds should be distributed thru the regularly constituted state educational agencies.

The federal government should reimburse local taxing bodies where federal acquisition of property and projects have distorted the tax base by loss of revenue

NEA Resolutions

or by increased population requiring extra school services.

[8] *Reorganization of administrative units*—The National Education Association urges citizens of every state to give serious attention to the reorganization of school districts into larger administrative units with sufficient resources and pupils to provide economically adequate educational opportunities for all.

The Association believes that state and county administrators appointed by non-partisan boards serving the respective units will result in more effective leadership.

[9] *Education for world understanding*—The National Education Association believes that the teaching profession must accept the responsibility to educate our youth in international understanding, so they may have a basic preparation to face the problems of living in an interdependent world. The following statements are made to guide the actions of the Association in accepting its responsibilities.

[a] The Association recognizes the progress made by the United Nations and reaffirms its support of this institution as the world organization designed to maintain security and peace. It urges that all schools provide for systematic instruction about the United Nations, its history, structure, purposes, accomplishments, and problems; and it urges study by visits to the headquarters of the United Nations.

[b] The Association realizes that Unesco offers a direct means thru which

the power of education may be channeled for achievement of international understanding and world peace; it commends the increased recognition given to education in the 1948 Unesco program; and it urges still further expansion of the educational activities of Unesco. It advocates that schools cooperate with this program, and that they be affiliated with some local Unesco Council or assist in formulating such a council.

[c] The Association believes that the existing program for exchange of teachers among nations is a significant influence toward international understanding; and it urges the continuation, expansion, and adequate financing by the cooperating federal authorities. Information concerning this program should be made available to teachers by administrators and professional associations. Local communities should render assistance to facilitate such exchanges.

[d] The Association pledges continued assistance in the educational reconstruction of war-devastated countries. Since teachers are the key people in any reconstruction program, the Association pledges the expansion of its program to bring selected educational personnel from these countries to the United States to study methods, administration, and activities which will assist in meeting their problems.

[e] The Association advocates that all teacher educational institutions provide instruction and experiences that will insure an opportunity to prospective teachers to acquire the attitudes and practices

necessary to teach world understanding.

[f] The Association believes that the World Organization of the Teaching Profession provides a means by which teachers and their associations may work together to understand world problems and urges teachers to identify themselves with this organization and to support its program.

[10] *Preservation of democracy*—The National Education Association affirms that the foundations of our American system of government are built on our free public schools. The Association strongly asserts that all schools have an obligation to teach the rights, privileges, and the responsibilities involved in living in a democracy.

It is the responsibility of the schools to indoctrinate our youth in the American way of life so that they know it, believe in it, and live it continuously. The Association urges that all members of the teaching profession expose and obstruct the activities of all groups which have as their objective the undermining of the Constitution of the United States.

[11] *National security*—The National Education Association reaffirms its belief that adequate preparedness is necessary for national security and remains convinced that the American people must be alert to the need for such security;

therefore it calls upon the federal government to administer a program that will provide adequate national defense to assure peaceful working relations with other nations of the world.

The function of the public schools is to develop physical vigor, mental health, scientific knowledge, basic technical skills, and civic competence of our people; therefore the Association condemns any form of legislation which, in the name of national security, sets up parallel educational agencies that absorb or supplant the programs of educational facilities now in existence.

[12] *Income tax exemption*—The National Education Association continues to advocate that the federal income tax law be amended so that teacher retirement income will be exempt from federal income tax up to the highest amount allowed on retirement incomes.

[13] *Appreciation*—The National Education Association expresses appreciation of the hospitality and courtesy extended by the authorities and citizens of the State of Ohio and the city of Cleveland. The Association thanks all who have helped to make this eighty-sixth convention a success.

MARGARET BOYD, *chairman*
J. C. CHAPEL, *vicechairman*
JAMES H. WILSON, *secretary*

The above resolutions were presented by the Resolutions Committee and adopted by the NEA Representative Assembly, July 9, 1948.

NEA Resolutions

The following resolutions were presented from the floor and adopted by the Assembly, also on July 9:

Merit rating—WHEREAS, The technics of evaluating merit in teaching so far developed are subjective; and

WHEREAS, The outgrowth of teachers' evaluation technics and programs has frequently resulted in so-called "merit rating systems" which have been a determining factor in establishing teachers salaries; and

WHEREAS, Efforts are being made in many places to revive the aforesaid practice with potentially disastrous effects upon education of children in the communities involved;

BE IT RESOLVED: That the needs of the children can best be met by a competent staff whose professional standards have

been established and accepted by members of the profession;

BE IT FURTHER RESOLVED: That salary differentials be based only on objective evidence of professional preparation and successful experience; and that subjective merit rating for salary purposes be rejected as invalid, unreliable, and detrimental to the professional morale.

Convention cities—RESOLVED: That the National Education Association go on record as urging that teachers conventions, state or national, be held only in communities adequately supporting a normal program of public education for a school year of normal duration.

THE AMERICAN STATESMAN—*In our country, and in our times, no man is worthy the honored name of a statesman, who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy, jurisprudence; and by these he might claim, in other countries, the elevated rank of a statesman; but, unless he speaks, plans, labors, at all times and in all places, for the culture and edification of the whole people, he is not, he cannot be, an American statesman.*—HORACE MANN in a *Lecture, The Necessity of Education in a Republican Government, 1838.*

CODE OF ETHICS *for the Teaching Profession*

THIS CODE OF ETHICS, *which is a revision of an earlier code adopted in 1929, was adopted by the Representative Assembly of the National Education Association at the Boston convention July 1941. It is available for distribution as Personal Growth Leaflet No. 135. A copy should be placed in the hands of every prospective teacher. The integrity and future greatness of our profession depend on our building the principles of this code into the life of every teacher.*

Preamble

BELIEVING: That true democracy can best be achieved by a process of free public education made available to all the children of all the people;

That the teachers in the United States have a large and inescapable responsibility in fashioning the ideals of children and youth;

That such responsibility requires the services of men and women of high ideals, broad education, and profound human understanding; and, in order that the aims of democratic education may be realized more fully, that the welfare of the teaching profession may be promoted; and,

That teachers may observe proper standards of conduct in their professional relations, the National Education Association of the United States proposes this code of ethics for its members.

The term "teacher" as used in this code shall include all persons directly engaged in educational work, whether in a teaching, an administrative, or a supervisory capacity.

Article I—Relations to Pupils and the Home

Section 1—It is the duty of the teacher to be just, courteous, and professional in all his relations with pupils. He should consider their individual differences, needs, interests, temperaments, aptitudes, and environments.

Section 2—He should refrain from tutoring pupils of his classes for pay, and from referring such pupils to any member of his immediate family for tutoring.

Section 3—The professional relations of a teacher with his pupils demand the same scrupulous care that is required in the confidential relations of one teacher with another. A teacher, therefore, should not disclose any information obtained confidentially from his pupils, unless it is for the best interest of the child and the public.

Section 4—A teacher should seek to establish friendly and intelligent cooperation between home and school, ever keeping in mind the dignity of his profession and the welfare of the pupils. He should do or say nothing that would

NEA Code of Ethics

undermine the confidence and respect of his pupils for their parents. He should inform the pupils and parents regarding the importance, purposes, accomplishments, and needs of the schools.

Article II—Relations to Civic Affairs

Section 1—It is the obligation of every teacher to inculcate in his pupils an appreciation of the principles of democracy. He should direct full and free discussion of appropriate controversial issues with the expectation that comparisons, contrasts, and interpretations will lead to an understanding, appreciation, acceptance, and practice of the principles of democracy. A teacher should refrain from using his classroom privileges and prestige to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.

Section 2—A teacher should recognize and perform all the duties of citizenship. He should subordinate his personal desires to the best interests of the public good. He should be loyal to the school system, the state, and the nation, but should exercise his right to give constructive criticisms.

Section 3—A teacher's life should show that education makes people better citizens and better neighbors. His personal conduct should not needlessly offend the accepted pattern of behavior of the community in which he serves.

Article III—Relations to the Profession

Section 1—Each member of the teaching profession should dignify his calling

on all occasions and should uphold the importance of his services to society. On the other hand, he should not indulge in personal exploitation.

Section 2—A teacher should encourage able and sincere individuals to enter the teaching profession and discourage those who plan to use this profession merely as a stepping-stone to some other vocation.

Section 3—It is the duty of the teacher to maintain his own efficiency by study, by travel, and by other means which keep him abreast of the trends in education and the world in which he lives.

Section 4—Every teacher should have membership in his local, state, and national professional organizations, and should participate actively and unselfishly in them. Professional growth and personality development are the natural product of such professional activity. Teachers should avoid the promotion of organization rivalry and divisive competition which weaken the cause of education.

Section 5—While not limiting their services by reason of small salary, teachers should insist upon a salary scale commensurate with the social demands laid upon them by society. They should not knowingly underbid a rival or agree to accept a salary lower than that provided by a recognized schedule. They should not apply for positions for the sole purpose of forcing an increase in salary in their present position; correspondingly, school officials should not refuse to give deserved salary increases

to efficient employees until offers from other school authorities have forced them to do so.

Section 6—A teacher should not apply for a specific position currently held by another teacher. Unless the rules of the school system otherwise prescribe, he should file his application with the chief executive officer.

Section 7—Since qualification should be the sole determining factor in appointment and promotion, the use of pressure on school officials to secure a position or to obtain other favors is unethical.

Section 8—Testimonials regarding teachers should be truthful and confidential, and should be treated as confidential information by the school authorities receiving them.

Section 9—A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. Ample notification should be given both by school officials and teachers in case a change in position is to be made.

Section 10—Democratic procedures should be practiced by members of the teaching profession. Cooperation should be predicated upon the recognition of the worth and the dignity of individual personality. All teachers should observe the professional courtesy of transacting official business with the properly designated authority.

Section 11—School officials should encourage and nurture the professional growth of all teachers by promotion or by other appropriate methods of recog-

nition. School officials who fail to recommend a worthy teacher for a better position outside their school system because they do not desire to lose his services are acting unethically.

Section 12—A teacher should avoid unfavorable criticism of other teachers except that formally presented to a school official for the welfare of the school. It is unethical to fail to report to the duly constituted authority any matters which are detrimental to the welfare of the school.

Section 13—Except when called upon for counsel or other assistance, a teacher should not interfere in any matter between another teacher and a pupil.

Section 14—A teacher should not act as an agent, or accept a commission, royalty, or other compensation, for endorsing books or other school materials in the selection or purchase of which he can exert influence, or concerning which he can exercise the right of decision; nor should he accept a commission or other compensation for helping another to secure a position.

Article IV—Standing Committee on Professional Ethics

There is hereby established a Standing Committee on Professional Ethics consisting of five members appointed by the president.

It shall be the duty of the Committee to study and to take appropriate action on such cases of violation of this Code as may be referred to it. The Committee shall be responsible also for publicizing

NEA Code of Ethics

the Code, promoting its use in institutions for the preparation of teachers, and recommending needed modifications.

If, when a case is reported, it is found to come from a state which has an Ethics Committee, such case shall immediately be referred to said state committee for investigation and action. In the case of a violation reported from a state which has neither a code nor an ethics committee, or from a state which has a code but no ethics committee, the NEA Ethics Committee shall take such action as

seems wise and reasonable and will impress members with the importance of respect for proper professional conduct. Such action shall be reported to the chief school officers of the community and the state from which the violation is reported.

The Committee is further vested with authority to hold hearings and to recommend to the Executive Committee the expulsion of a member of the National Education Association for flagrant violation of this code.

FUTURE TEACHERS OF AMERICA

PLEDGE

The good teacher requires:

PHYSICAL VITALITY. I will try to keep my body well and strong.

MENTAL VIGOR. I will study daily to keep my mind active and alert.

MORAL DISCRIMINATION. I will seek to know the right and to live by it.

WHOLESOME PERSONALITY. I will cultivate in myself goodwill, friendliness, poise, upright bearing, and careful speech.

HELPLESSNESS. I will learn the art of helping others by doing helpful things daily in school and home.

KNOWLEDGE. I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions.

LEADERSHIP. I will make my influence count on the side of right, avoiding habits that weaken and destroy.

*These Things Will I Do Now that I May Be
Worthy the High Office of Teacher*

This FTA Pledge is taken by all who become members of FTA groups. It may be printed in your college catalog or magazine without further permission.

LEGISLATIVE POLICY for the NEA

Adopted by the NEA Representative Assembly, Cleveland, Ohio, July 8, 1948

[1] *Federal Aid*—Congress should provide federal aid without federal control to assist the states in more nearly equalizing educational opportunity thru public elementary and public secondary schools in the United States.

[2] *Education and World Peace*—Congress and the department of State should give full financial and moral support to the United Nations Educational, Scientific and Cultural Organization (Unesco) in its efforts to develop the defenses of peace in the minds of men. The federal government should encourage international educational conferences and exchanges of teachers and students. Qualified representatives of teachers organizations and of public education in general should be included in the delegation to Unesco and in the Advisory Committees established by the Department of State in connection with international educational activities.

The United States should take the lead in a world conference to strengthen the United Nations by a system of world law.

[3] *National Preparedness*—The National Education Association recognizes that we live in a world torn by increasing social, political, and economic tensions, a world in which the structures designed to provide peace have yet to be completed. To be secure in such a world, we must be strong. The National Education Association is convinced, therefore,

that the American people must at this time be responsible for their own security, and calls upon the Congress of the United States to enact such legislation as may be required to provide adequate national defense.

The National Education Association nevertheless condemns any form of legislation which in the name of national security sets up parallel educational agencies that absorb or supplant the programs of educational facilities now in existence. Further, the Association believes that national security rests not only upon an adequate military establishment but also upon the physical vigor, scientific knowledge, basic technical skills, and civic competence of our people.

The National Education Association believes that the time has now arrived for the United States to take the lead in the calling of a world conference for the purpose of strengthening the United Nations by a system of world law. It urges that this conference be called at the earliest possible date.

[4] *Health and Child Welfare*—Congress should provide funds, to be administered thru public agencies and under state and local control, to strengthen the health and physical education program for all children in all schools and colleges.

[5] *School Construction*—Federal government should assist the states to meet construction needs.

[6] *Teacher Welfare*—Social security

Affiliated Local Associations

coverage should be extended, by means of voluntary contracts, to employees of school systems not now protected by pension or retirement programs. Such extension should in no way interfere with the operation of existing teacher retirement systems. Retirement pay for teachers should be free from federal income taxes up to the highest amount allowed any other group under existing federal law.

[7] *Scientific Research*—Federal government should subsidize scientific research including research in the social studies, but institutions and persons engaged in research should be free and untrammelled in the quest for truth.

[8] *Public Lands*—Federal government should make payments in lieu of state and local taxes for lands acquired for federal uses.

[9] *Nursery Schools and Child Care Centers*—Any federal funds made available for nursery schools and child care centers should be channeled thru the regularly established federal and state educational agencies.

[10] *Federal Aid for Higher Education*—Federal government should pro-

vide financial aid for the support of higher education to be granted only to publicly controlled institutions. Federal government should make adequate compensation to privately controlled colleges and universities for the cost of specific services rendered at the request of the government.

[11] *Scholarships*—Federal government should finance the establishment in every state of a system of competitive scholarships under which young men and women of high capabilities may attend college. Scholarships for teacher preparation should cover the complete cost of training to the individual.

[12] *National Board of Education*—Congress should make the United States Office of Education an independent federal agency, headed by a National Board of Education composed of representative laymen appointed by the President to long overlapping terms. A professionally qualified Commissioner of Education, adequately compensated and responsible to the Board for the conduct of his office, should be selected by the board to serve as its executive officer.

AS LONG AS the life of society goes on normally, education is generally acknowledged as an important social function, yet it does not attract much public attention; but, when some crisis comes, when a depression is felt in the social atmosphere or some political cataclysm occurs, then people turn to education as a remedy and panacea against the evils of the time.

—H. G. WELLS

The STORY of NEA PUBLICATIONS

THE NATIONAL EDUCATION ASSOCIATION, together with its departments, commissions, committees, and headquarters divisions, has developed a publications program tremendous in scope. Most publications are prepared for teachers but to an increasing extent materials are being developed for the information of the general public.

Significance of a publications program is shown not only by number of publications issued but by number of pages and extent of distribution. Note the amazing growth since reorganization of the NEA in 1920 in number of pages printed and distributed:

1920-21— 22,951,650
1930-31—163,654,750
1945-46—376,519,658
1946-47—511,336,580
1947-48—474,534,259

These figures indicate the rapidly developing breadth and effectiveness of the work of the Association as reflected by its publishing program. Quality of publications, both as to content and appearance, has developed along with the increase in volume.

Publications of the NEA Itself

The *NEA Journal*, published monthly during the school year, is the one contact which the Association has regularly with every member. The voice of the teaching profession organized on a national basis, it serves as the official organ of the NEA. It presents the major issues affecting

education and deals with the broad problems of the social-economic scene in which the schools work. Free to members; to others on a subscription basis. 50¢ per copy.

NEA News—This publication was inaugurated in September 1947. It was placed on a very fast operating schedule so that news of Association projects could quickly reach the leaders of the profession. The *NEA News* was issued weekly during the fall months and about twice a month during the remainder of the school year. This publication was sent to some 25,000 professional leaders last year and may go to more during 1948-49. The *News* is sent free to all presidents and secretaries of local and state education associations and also to school superintendents.

The Public and Education, first published in October 1945, is sent free to a selected list of leaders both within and outside the teaching profession. A limited quota is available to any school system. For additional copies a nominal charge is made. Its purpose is to present directly to influential leaders in all phases of American life significant information concerning the role of education.

The *Research Bulletin* is issued quarterly in October, December, February, and April. It has been published since 1922. Many issues deal with such problems as teachers salaries, school finance, and other aspects of teacher welfare and school administration; others deal with

NEA Publications

teaching problems. Free to all \$10 and life members of the Association. Yearly subscription, \$2. Single issues, 50¢.

The Annual Volume of Addresses and Proceedings constitutes a continuing record of the development of the organized teaching profession since the NEA was organized in 1857. Each volume contains a record of the program and activities of the Association, its departments, commissions, and committees. In recent years its size has been reduced, owing to the paper situation. This volume goes to all \$10 and life members of the Association. Price \$5.

Commissions and Committees

The Educational Policies Commission of the NEA and the American Association of School Administrators was established in 1935. Its publications constitute one of the most influential series of documents in the history of American education. Among major publications have been the following:

The Unique Function of Education in American Democracy

The Education of Free Men in American Democracy

The Purposes of Education in American Democracy.

These three volumes were later published under one cover known as *Policies for Education in American Democracy*.

The Commission has also published two major books dealing with immediate approaches to important problems thru the schools: *Learning the Ways of Democracy* and *Education for All American*

Youth, a proposed program for secondary education.

In the fall of 1947 the Commission issued a volume entitled *The Education of All American Children*. This was the first major report of the National Education Association in the field of elementary education for many years.

The Commission has published many pamphlets such as *A Program for the Education of Returning Veterans*, *Compulsory Peacetime Military Training*, and *Education and the People's Peace*.

The National Commission for the Defense of Democracy thru Education is primarily an action body. Its publications include reports of investigations of certain phases of the New York, Chicago, and McCook, Nebraska, school systems. It issues a *Defense Bulletin* for the use of education associations and teacher leaders. In the spring of 1948 the Commission issued a booklet entitled *Let's Put First Things First*, which carried a plea that the education and health of the people of America be given first consideration.

The Association has many committees which issue reports from time to time. Some of the more recent of such publications are given in the selected list appearing later in this section. Especially influential have been publications of tenure and retirement committees published regularly for years.

The National Commission for Safety Education of the NEA has in recent years issued a large number of pamphlets in various fields of safety education. Many

of them have been developed in cooperation with NEA Departments and other national organizations interested in safety.

Yearbooks

American Association of School Administrators—Series started in 1923. Prepared by yearbook commissions. The current yearbook for 1948 is *The Expanding Role of Education*. Yearbooks are free to all members of the Department who pay the annual membership fee of \$10. Price \$3.

American Association of Colleges for Teacher Education—This organization, a department of the NEA, consists of a merger of the American Association of Teachers Colleges, the National Association of Teacher Education Institutions in Metropolitan Districts, and the National Association of Colleges and Departments of Education. It issues an annual yearbook consisting largely of proceedings, addresses before the Association, and reports on important committees of the Association. Free to institutions which are members of the AACTE. Price \$1.50. For information address Charles W. Hunt, secretary, American Association of Colleges for Teacher Education, Oneonta, N. Y.

Department of Elementary School Principals—Series began in 1922. Yearbooks are prepared under direction of a committee, but writing is done by members. Announcement is made of forthcoming yearbooks and contributions are invited. From these contributions the yearbook committee selects its articles.

Yearbook for 1948 is entitled *Elementary-School Principalship—Today and Tomorrow*. Free to members who pay the annual fee of \$3. Price \$3.

Department of Rural Education—Series began in 1933. [None for 1935] *Rural Schools for Tomorrow*, 1945, *Education of Teachers for Rural America*, 1946, *On-the-Job Education in Rural Communities*, 1947, and *Health and Physical Education in Rural Schools*, 1948, are discussion guides for groups considering rural education in the post-war era. Free to members who pay the annual fee of \$2. Price 75¢.

Association for Supervision and Curriculum Development—Series began in 1927. Yearbooks are prepared by committees and deal with basic current issues in education. The current yearbook is entitled *Large Was Our Bounty*, 1948. Free to members who pay the annual fee of \$4. Price \$2.50.

National Council for the Social Studies—Series began in 1931. Published each November. Devoted to current topics and methods in the field of social studies. The 1947 yearbook is entitled *Audio-Visual Materials and Methods in Social Studies*. Furnished to members who pay the annual membership fee of \$3. Price \$2, paper; \$2.50, cloth.

National Science Teachers Association—Series began in 1942. Yearbooks present authoritative discussions of important current problems. The 1946 yearbook was entitled *Time for Science Instruction*. 51p. Free to members who pay annual fee. Price 50¢.

NEA Publications

Periodicals of Departments

There is a list of periodicals included in the classified list of publications which follows. Two new periodicals have recently been inaugurated:

News Letter of the Department of Home Economics was established in 1947.

In May 1948, *College and University Bulletin*, published by the Department of Higher Education, was launched. It will deal exclusively with the problems of higher education and will be available to members of the NEA working in the field of higher education. It is issued monthly during the school year.

Other Publications of Departments

Most departments of the Association issue publications from time to time on special problems. Additional information given under heading of each department in this *Handbook*. Recent department publications will be found in the classified

list to be presented later in this section.

Special Publications

Divisions of the NEA Headquarters Staff also publish materials in response to current needs. The Research Division, for example, deals with problems of teacher welfare and provides basic information for teachers. During 1944-46 the Research Division cooperated with the Department of Classroom Teachers in a series of pamphlets dealing with tenure, retirement, financing, ethics, credit unions, leaves, and salary scheduling.

The Legislative News Flash is a mimeographed newsletter issued from time to time to a selected mailing list to keep leaders informed in the field of federal relations to education.

The Hugh Birch-Horace Mann Fund of the Association publishes the *Personal Growth Leaflet* series consisting of some 140 titles intended for mass distribution. See page 411.

I AM ONLY ONE

I am only *one*;
But, I *am* one.
I cannot do everything
But I *can* do *something*.
What I *can* do, I *ought* to do;
And what I *ought* to do,
By the grace of God,
I *will* do.

—AUTHOR UNKNOWN

CLASSIFIED LIST of NEA PUBLICATIONS

This list includes most of the major publications of the National Education Association and its departments and committees published during the last decade and currently available in stock. All items are classified under subjectmatter headings. Figures or letters in parentheses () after each item indicate the agency which issued the publication. See key on page 410.

HOW TO ORDER

In ordering give title exactly as listed and include key letter or number which appears in parentheses.

Orders which amount to \$1 or less must be accompanied by cash. Carriage charges will be prepaid on cash orders but orders not accompanied by cash will be billed with carriage charges included.

All checks should be made payable to the National Education Association of the United States.

Prices quoted, except where otherwise specified, are for single copies. Unless otherwise indicated these are subject to discounts on quantity lots of the same item and issue: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more, 33 1/3%.

Necessary adjustments must be made within 30 days. Material returned must be received in its original condition to insure credit.

Academic Freedom

LIMITS OF ACADEMIC FREEDOM, THE. 1939.
32p. (A) 25¢

Administration

ACTIVITIES OF THE PRINCIPAL. Eighth Yearbook. 1929. 400p. (10) \$1
ADDRESSES AND PROCEEDINGS, NEA. Published annually. (DP) \$5

ADMINISTRATIVE PRACTICES IN SECONDARY EDUCATION, No. 134. 1945. 136p. (19) . \$1
ARTICULATION OF THE UNITS OF AMERICAN EDUCATION, THE. Seventh Yearbook. 1929. 616p. (3) \$1
CRITICAL PROBLEMS IN SCHOOL ADMINISTRATION. Twelfth Yearbook. 1934. 384p. (3) \$1
EDUCATIONAL LEADERSHIP. Eleventh Yearbook. 1933. 532p. (3) \$1
EXPANDING ROLE OF EDUCATION, THE. Twenty-Sixth Yearbook. 1948. 484p. (3) \$3
FINANCE AND BUSINESS ADMINISTRATION. April 1947. 68p. (5) \$1
FIVE UNIFYING FACTORS IN AMERICAN EDUCATION. Ninth Yearbook. 1931. 544p. (3) \$1
NATION'S SCHOOLS AFTER A YEAR OF WAR, THE. April 1943. 32p. (RB) 25¢
NEW ADMINISTRATIVE PRACTICES AND POLICIES. No. 127. 1945. 208p. (19) \$1
OFFICIAL REPORT, Atlantic City Convention AASA. 1947. 256p. (3) \$1
OFFICIAL REPORT, Atlantic City Convention AASA. 1948. 256p. (3) \$1.50
ORGANIZATION, ADMINISTRATION AND SUPERVISION OF EDUCATION. Oct. 1946. 87p. (5) \$1
ORGANIZATION AND ADMINISTRATION OF EDUCATION. Oct. 1940. 104p. (5) \$1
PATHS TO BETTER SCHOOLS. Twenty-Third Yearbook. 1945. 415p. (3) \$2
PLANNING FOR YOUTH IN THE SECONDARY SCHOOL. No. 142. 1946. 110p. (19) \$1
RESIDENCE HALLS FOR WOMEN STUDENTS: Administrative Principles and Procedures. 1947. 95p. (17) \$1.25
SCHOOL MARKS AND PROMOTIONS. (Discussion Pamphlet No. 9) Nov. 1946. 23p. (9 and RD) 15¢
SCHOOLS FOR A NEW WORLD. Twenty-Fifth Yearbook. 1947. 448p. (3) \$2.50
STATE AND SECTARIAN EDUCATION. Feb. 1946. 44p. (RB) 25¢
STATISTICS OF STATE PROGRESS IN PUBLIC EDUCATION. Dec. 1947. 64p. (RB) 25¢
TEACHING PRINCIPAL, THE. Natl. Elem. Prin. Oct. 1945. 48p. (10) 35¢

Adult Education

EDUCATIONAL OPPORTUNITIES FOR VETERANS. No. 132. 1945. 196p. (19) \$1
GROUP GROWTH AND EDUCATIONAL DYNAMICS. Report of the First National Training Laboratory on Group Development. Bulletin No. 2. 1948. 60p. (1) 75¢

NEA Publications

PRELIMINARY REPORT OF THE FIRST NATIONAL TRAINING LABORATORY ON GROUP DEVELOPMENT. Bulletin No. 1. 1947. 142p. (1) \$1
PROGRAM FOR THE EDUCATION OF RETURNING VETERANS, A. 1944. 40p. (EPC) 10¢

American Education Week

AMERICAN EDUCATION WEEK is observed annually from Sunday thru Saturday of the week in which Armistice Day falls. Publications are ready each September 1. Special price list available each August 1. (DP)

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ART IN SCHOOL AND LIFE. 16p. (PGL #111—See "Personal Growth Leaflets")
DEPARTMENT OF ART EDUCATION BULLETIN, VOL. IX. 1943-44. 100p. (7)\$1.25
RECORD OF THE CONVENTIONS AT SAINT LOUIS AND MILWAUKEE. 1940. 352p. (7)\$1.50
RECORD OF THE CONVENTIONS AT ATLANTIC CITY AND BOSTON. 1941. 178p. (7) ..\$1.25
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Audio-Visual Materials

AUDIO-VISUAL EDUCATION IN CITY SCHOOL SYSTEMS. Dec. 1946. 39p. (RB)..... 25¢
AUDIO-VISUAL MATERIALS AND METHODS IN THE SOCIAL STUDIES. Eighteenth Yearbook. 1947. 214p. (22) paper \$2; cloth ..\$2.50
EDUCATIONAL FILMS IN SPORTS. 1945. 36p. (2) 50¢
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PRINCIPAL AND AUDIO-VISUAL EDUCATION, THE. 1948. 96p. (10) .. \$1
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DISTRIBUTIVE EDUCATION (Nat'l Bus. Ed. Qdly., Vol. XI, No. 3, 1943). 60p. (27) .. 35¢
ESSENTIAL TEACHING DEVICES FOR BUSINESS EDUCATION (Nat'l Bus. Ed. Qdly., Vol. X, No. 2, 1941). 56p. (27) 35¢

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RESEARCH AND THE BUSINESS CLASSROOM TEACHER, III (Nat'l Bus. Ed. Qdly., Vol. X, No. 4, 1942). 56p. (27)..... 35¢
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EDUCATION FOR CHARACTER. PART I: THE SOCIAL AND PSYCHOLOGICAL BACKGROUND. March 1934. 40p. (RB) 25¢
EDUCATION FOR CHARACTER. PART II: IMPROVING THE SCHOOL PROGRAM. May 1934. 64p. (RB) 25¢

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CHILD GROWTH AND DEVELOPMENT CHART. 1948. (8) Ten or less 10¢ each. More than ten 5¢
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GROWTH AND DEVELOPMENT. Dec. 1947. 104p. (5) \$1
DISCIPLINE FOR TODAY'S CHILDREN AND YOUTH. 1944. 64p. (8)..... 50¢
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COMMENCEMENT MANUAL. Published annually on or about Nov. 1. (19)	\$1
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Curriculum: General

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TEACHING AND LEARNING MATERIALS. 1948 edition. 40p. (8)	50¢

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POLICIES FOR EDUCATION IN AMERICAN DEMOCRACY, THE. 1946. 277p. (EPC) paper	\$1.50

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COMMUNITY LIVING AND THE ELEMENTARY SCHOOL. Twenty-Fourth Yearbook. 1945. 352p. (10)	\$2
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EDUCATIONAL SERVICES FOR YOUNG CHILDREN. 1946. 56p. (EPC)	10¢

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PERSONALITY ADJUSTMENT OF THE ELEMENTARY SCHOOL CHILD. Fifteenth Yearbook. 1936. 448p. (10)	\$1.50
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REPORT OF THE PROFESSIONAL ETHICS COMMITTEE. 1947. 64p. (E)	25¢

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STILL UNFINISHED—Our Educational Obligation to America's Children. 1948. 32p.	25¢
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RELATIONSHIP OF THE FEDERAL GOVERNMENT TO THE EDUCATION OF YOUTH OF SECONDARY-SCHOOL AGE, THE. 1941. 24p. (19)	10¢
SOURCE BOOK ON FEDERAL-STATE RELATIONS IN EDUCATION. March 1945. 159p. (EPC)	\$1.50

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COUNSELING, GUIDANCE, AND PERSONNEL WORK. April 1945. 96p. (5)	\$1
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Health, Physical Education, Recreation

ADEQUATE STANDARDS FOR A PUBLIC SCHOOL HEALTH AND PHYSICAL EDUCATION PROGRAM. 1946. 8p. (2)	5¢
BILL OF RIGHTS FOR CHILDHOOD IN HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION, A. Official Platform. 1942. 4p. (2)	5¢
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GUIDE FOR PLANNING FACILITIES FOR ATHLETICS, RECREATION, PHYSICAL AND HEALTH EDUCATION, A. 1947. 125p. (2) No discounts	\$1.50
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HEALTH EDUCATION, THIRD REVISION. 1948. 490p. (F) paper	\$3
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INTERSCHOLASTIC ATHLETICS STANDARDS FOR BOYS. 1939. 8p. (2)	10¢
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MENTAL AND PHYSICAL HEALTH. Dec. 1946. 100p. (5)	\$1
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NEEDS OF CHILDREN AND YOUTH IN HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION, THE. 1945. 8p. (2)	5¢
PHYSICAL AND HEALTH EDUCATION FOR AMERICA. C. H. McCloy. Reprinted from <i>Educational Record</i> . 1946. 17p. (2)	10¢
PHYSICIANS AND SCHOOLS. 1947. 32p. (2)	25¢
PLAY DAY—THE SPIRIT OF SPORT. 1929. 77p. (AC)	35¢
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RECREATION—AN ESSENTIAL COMMUNITY SERVICE. Recreation Platform. 1946. 1p. Reprint (2)	5¢
RECREATION FOR EVERYBODY. A special reprint from <i>Survey Midmonthly</i> . 1946. 16p. (2)	15¢
ROLE OF EXERCISE IN PHYSICAL FITNESS, THE. An official statement. 1943. 8p. (2)	5¢

NEA Publications

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CURRENT PROBLEMS IN HIGHER EDUCATION. 1947. 227p. (11)	\$1
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History of Education

HISTORY OF EDUCATION AND COMPARATIVE EDUCATION. Oct. 1939. 116p. (5)	\$1
HORACE MANN'S FIRST ANNUAL REPORT. Covering the year 1837. Facsimile Edition. 1947. 80p. (MB)	\$1
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Investigations by NEA

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FOREIGN LANGUAGES IN SCHOOL AND LIFE. 16p. (PGL #117—See heading "Personal Growth Leaflets")	
LANGUAGE AND THE FINE ARTS. April 1946. 95p. (5)	\$1
LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. Twentieth Yearbook. 1941. 442p. (10)	\$2

Legislation

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IS MY BALLOT SHOWING? 1947. 4p. (9) Per hundred	\$1.50

Libraries and Schools

SCHOOLS AND PUBLIC LIBRARIES WORKING TOGETHER IN SCHOOL LIBRARY SERVICE. 1941. 64p. (H)	25¢
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NEA HANDBOOK AND MANUAL

Mental Hygiene

- ESSENTIALS OF MENTAL HEALTH. 16p. (PGL #109—See heading "Personal Growth Leaflets")
 MENTAL HYGIENE AND HEALTH EDUCATION. Dec. 1943. 122p. (5)..... \$1

Peace and Education

- EDUCATION FOR WORLD SECURITY. No. 117. 1943. 140p. (19)..... \$1
 LEARNING ABOUT — EDUCATION AND THE PEACE. March 1944. 40p. (EPC)..... 10¢

PERIODICALS

Address correspondence to the department issuing the periodical at 1201 Sixteenth Street, N. W., Washington 6, D. C., unless another address is given. Bracketed figure indicates number of issues per year.

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BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS. With \$3 membership fee. [8] (19)

EDUCATIONAL LEADERSHIP. Association for Supervision and Curriculum Development. With \$5 membership fee; subscription, \$3.50. [8] (8)

EDUCATIONAL SCREEN. Department of Audio-Visual Instruction. With \$3 membership fee. Subscription price, \$3. 64 East Lake St., Chicago, Ill. [10] (28)

INDUSTRIAL ARTS TEACHER, THE. American Industrial Arts Association. Anthony T. Stavaski; State Teachers College, California, Pa. (6)

JOURNAL OF EXCEPTIONAL CHILDREN. International Council for Exceptional Children. With \$2 membership fee. Chapter members, \$2. Mrs. Beulah S. Adgate, Saranac, Michigan, Treasurer-Manager. [8] (13)

JOURNAL OF HEALTH AND PHYSICAL EDUCATION. American Association for Health, Physical Education, and Recreation. With \$3.50 membership fee. [10] (2)

JOURNAL OF THE NATIONAL ASSOCIATION OF DEANS OF WOMEN. With \$5 membership fee; Subscription, \$2.50. [4] (17)

LEGISLATIVE NEWS FLASH. Mimeographed newsletter sent to selected mailing list. Single copies free. (LFR)

LIP READER, THE. Department of Lip Reading. With \$1 membership fee. Betty Cavender, Public Schools, South Bend, Ind. [4] (15)

MUSIC EDUCATORS JOURNAL. Music Educators National Conference. With \$3 membership fee; subscription, \$1.50. 64 East Jackson Blvd., Chicago 4, Ill. [6] (16)

NATIONAL BUSINESS EDUCATION QUARTERLY. United Business Education Association. Annual subscription, \$2. [4] (27)

NATIONAL ELEMENTARY PRINCIPAL. Department of Elementary School Principals. With \$3 membership fee. [6] (10)

NEA JOURNAL. With \$5 membership fee in NEA. 50¢ per copy. [9] (DP)

NEA NEWS. Sent to selected mailing list. Weekly during fall months; semi-monthly after December. (DP)

NEWS BULLETIN. Department of Classroom Teachers. Free to local associations. [3] (9)

PUBLIC AND EDUCATION, THE. Prepared primarily for lay leaders. 50¢ per single annual subscription. [7 or 8] (DP)

QUARTERLY JOURNAL OF SPEECH. Speech Association of America. \$2.50. Karl R. Wallace, head, School of Speech and Drama, University of Virginia, Charlottesville. [4] (26)

RESEARCH BULLETIN. Research Division, NEA. With \$5 or life membership fee in NEA. Subscription, \$1. [4] (RD)

RESEARCH QUARTERLY. American Association for Health, Physical Education, and Recreation. Subscription, \$3. (Available to libraries only.) [4] (2)

REVIEW OF EDUCATIONAL RESEARCH. American Educational Research Association. With \$5 membership in the Association. Annual subscription, \$5. [5] (5)

SCHOOL ADMINISTRATOR, THE. American Association of School Administrators. Free to members. [9] (3)

SCIENCE TEACHER, THE. National Science Teachers Association. With \$2 membership fee. Hanor A. Webb, secretary, Peabody College, Nashville, Tenn. [4] (23)

SOCIAL EDUCATION. National Council for the Social Studies. With \$4 membership fee. Subscription, \$3. [8] (22)

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UBEAF FORUM. United Business Education Association. With \$2 membership fee. After Aug. 1, 1948, \$3. [8] (27)

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A series of 140 16-page leaflets 3 x 5 inches in size in the fields of guidance, professional problems, and social-economic issues. Leaflets are one cent each in quantities of 25 or more, cash with order. No orders accepted for less than 25 cents. Orders of 1000 or more are subject to 25% discount. Standard discount rates, as set forth on p. 3, do not apply to Personal Growth Leaflets. Send self-addressed, stamped envelope for latest list of titles; or send a \$1 bill asking for "Special Offer Number One"—a get-acquainted collection of more than 100 leaflets. [See page 411.]

Plays and Pageants

- A GOOD AMERICAN. A play for intermediate grades. By Lucille B. Boggan. 1947. 18 characters. 16p. (DP) 15¢
- AMERICA UNLIMITED. A play for junior and senior highschools. By Lyda M. Ickler. 1946. 13 characters. 24p. (DP) 25¢
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- (AC) Stocks of the American Child Health Association transferred to the National Education Association in 1936
- (DP) Division of Publications
- (EPC) Educational Policies Commission
- (LFR) Legislative and Federal Relations Division
- (MB) Mann-Birch Fund
- (NCD) National Commission for the Defense of Democracy thru Education
- (NCSE) National Commission on Safety Education
- (PGL) Personal Growth Leaflets
- (RB) Research Bulletin
- (RD) Research Division

Committees

- (A) Academic Freedom
- (B) Citizenship
- (C) Credit Unions
- (D) Equal Opportunity of the Rural Teacher
- (E) Ethics
- (F) Health Problems in Education
- (G) International Relations
- (H) NEA and ALA
- (I) Retirement
- (J) Salaries
- (K) School House Planning
- (L) Teacher Preparation and Certification
- (M) Tenure
- (N) Tax Education and School Finance
- (O) Teacher Education and Professional Standards

Departments

- (1) Adult Education
- (2) American Association for Health, Physical Education, and Recreation

- (3) American Association of School Administrators
- (4) American Association of Teachers Colleges
- (5) American Educational Research Association
- (6) American Industrial Arts Association
- (7) Art Education
- (8) Association for Supervision and Curriculum Development
- (9) Classroom Teachers
- (10) Elementary School Principals
- (11) Higher Education
- (12) Home Economics
- (13) International Council for Exceptional Children
- (14) Kindergarten-Primary Education
- (15) Lip Reading
- (16) Music Educators National Conference
- (17) National Association of Deans of Women
- (18) National Association of Journalism Directors of Secondary Schools
- (19) National Association of Secondary-School Principals
- (20) National Association of School Secretaries
- (21) National Council of Administrative Women in Education
- (22) National Council for the Social Studies
- (23) National Science Teachers Association
- (24) Rural Education
- (25) Secondary Teachers
- (26) Speech Association of America
- (27) United Business Education Association
- (28) Visual Instruction
- (29) Vocational Education

WE ARE ENLISTED in a great cause. We seek to perpetuate the democratic institutions in the defense of which we pledge our lives, our fortunes, and our sacred honor. We are ready to assume the place of leadership which our profession must take, and we have faith in the response which the people of our country will give in support of our program.—GEORGE D. STRAYER, *speaking before the National Educational Association, 1919.*

PERSONAL GROWTH LEAFLETS

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PGLS—Special One, List A

- | | |
|--|--|
| [1] Your Life in the Making | [90] Horace Mann |
| [2] Your Mind in the Making | [91] Seven Adventures in Pioneering |
| [3] Your Health in the Making | [92] True Americanism |
| [4] Your Home in the Making | [99] Student Selfgovernment |
| [6] Your Citizenship in the Making | [101] Have You Had Your Vitamins? |
| [7] Your Personality in the Making | [102] Our Common Diseases |
| [9] The Planning of Your Life | [103] Shall I Become a Smoker? |
| [11] The Tenth Generation (32 pages) | [104] Shall I Become a Drinker? |
| [20] The Growing Teacher | [105] Nicotine Knockout |
| [21] A Golden Treasury of Beauty and Wisdom | [106] Colds Aren't Trivial |
| [22] A Golden Treasury from the Bible | [109] Essentials of Mental Health |
| [23] A Golden Treasury on the Art of Living | [110] Tuberculosis |
| [25] Selections from George Washington | [112] Teaching Economics to Children |
| [26] Selections from Ralph Waldo Emerson | [115] What Highschools Ought To Teach |
| [27] Selections from Abraham Lincoln | [119] The Teaching of Reading |
| [28] Selections from Horace Mann | [123] The Man Who Taught Me Most |
| [30] The Significance of Friendship | [126] A Message to Garcia |
| [31] Shall I Go to College? | [129] Do You Want To Be Happy and Free? |
| [32] Shall I Attend a Junior College? | [130] Prejudice |
| [35] How To Study | [145] In Praise of Teaching |
| [36] How To Use Personal Growth Leaflets | [149] Education and Human Relations |
| [41] Learning To Be a Leader | [150] The Place of Religion in Education |
| [42] Franklin's Plan of Selfimprovement | [151] The World We Fought For |
| [43] Franklin's Personal Growth Recordbook | [152] Paths to Tomorrow |
| [44] The Tyranny of Bad Habits | [153] An American Program of Plenty |
| [45] A Parliamentary Primer | [154] Financing Postwar Prosperity |
| [46] Poor Richard's Almanac | [157] Pressure Groups in Our Democracy |
| [56] Increase Federal Aid for Education Now | [158] Foreign Trade Means You |
| [60] Our Faith in Education | [159] World Citizenship |
| [61] Horace Mann's Letter to Young Americans | [160] A Century of Consumer Cooperation |
| [62] The Code of the Good American | [161] Our Profession Glorious |
| [63] The United States Flag Code | [170] Future Teacher Ideals and Purposes |
| [68] Education—the Mainstay of Business | [177] Motive-Centered Education |
| [70] The Boy Scouts of America | [178] The Parent's Part in Education |
| [80] The Community | [181] The First Five Years of Life |
| [81] Emma Willard and Her Plan | [190] Religion and the Public Schools |
| [82] Mary Lyon and Mount Holyoke College | [202] 100 Significant Books |
| [85] Frances Willard, Educator | [205] American Life in Biography |
| [86] Booker T. Washington at Tuskegee | [206] American History in Fiction |
| [87] Alice Freeman Palmer | [222] Books Every Child Should Know |
| [88] Susan B. Anthony | [233] Fiction for Junior Highschool Students |

NEA Publications

- | | |
|---|--|
| [237] Fiction for Highschool Students | [290] Selections for Memorizing—Grade 10 |
| [281] Selections for Memorizing—Grade 1 | [291] Selections for Memorizing—Grade 11 |
| [282] Selections for Memorizing—Grade 2 | [292] Selections for Memorizing—Grade 12 |
| [283] Selections for Memorizing—Grade 3 | [293] Selections for Memorizing—Grade 13 |
| [284] Selections for Memorizing—Grade 4 | [294] Selections for Memorizing—Grade 14 |
| [285] Selections for Memorizing—Grade 5 | [295] Selections for Memorizing—Grade 15 |
| [286] Selections for Memorizing—Grade 6 | [296] Selections for Memorizing—Grade 16 |
| [287] Selections for Memorizing—Grade 7 | [297] Patriotic Selections for Memorizing |
| [288] Selections for Memorizing—Grade 8 | [300] Selections for Memorizing—Index Grades |
| [289] Selections for Memorizing—Grade 9 | 1-16 |

PGLS—List B

This includes PGLS in addition to those in List A. Persons wishing to order a complete set of PGLS, including titles in both List A and List B, should send \$3 asking for Special Three, which includes the *American Citizens Handbook*.

- | | |
|---|---|
| [15] The First State Normal School in America | [97] Roads to American Prosperity |
| [33] The College of the Future | [108] Legal Liability of Teacher and School |
| [51] The Story of the NEA | [111] Art in School and Life |
| [53] Individual Guidance thru the Schools | [113] The New Commercial Program |
| [57] Better Salaries for Better Schools | [117] Foreign Languages in School and Life |
| [59] The Story of American Education Week | [120] Selfsupervision for Teachers |
| [65] Allied Youth: A School Club | [121] How To Become an Expert Typist |
| [66] American Youth Hostels | [125] How I Found My Job |
| [69] The Young Citizens League | [135] Ethics for Teachers—The New NEA Code |
| [75] Highschool Correspondence Study | [138] The Teachers Credit Union |
| [77] Schoolground Beautification | [144] Teacher, Take It Easy |
| [93] A Primer of Taxation | [147] Heirs of Democracy |
| [94] Economic Systems in the United States | [148] Creative Democracy |
| [95] White House Conference 1940 | [155] Youth and Social Security |
| | [162] Shall I Become a Teacher? |
| | [163] FTA at Work in Highschools |
| | [164] Programs and Projects for FTA Clubs |
| | [165] What It Means To Be a Future Teacher |
| | [166] FTA at Work in Colleges |
| | [167] How To Secure a Teaching Position |
| | [176] Social Imagination in Education |
| | [186] Achievements of Science |

Selections for Memorizing

As will be noted in the listing of Personal Growth Leaflets in Special One, PGLS 281 thru 296 are devoted to Selections for Memorizing, grades one thru 16. These memory selections contain a common core of religious, patriotic, and ethical teaching gathered from a consensus of teachers' opinions.

Think what it would mean if every

child who passes thru our free public schools had a common literary heritage. It is just such a heritage that is provided in the Selections for Memorizing which are widely used thruout the nation. Many teachers order enough of these leaflets so that each child in their classes may be given the leaflet appropriate to his grade early in the year.

NEA HONOR ROLL

THE following county, city school systems (with population of 2500 or more), and institutions of higher learning reported 100 percent membership in the NEA for 1947-48. Some of these school systems have been on the NEA Honor Roll continuously for many years. The year when they began this perfect record is indicated. Thus 42 means that the county or city began its 100 percent record in the school year, 1942-43.

Alabama

100% COUNTIES

Autauga—42
 Baldwin—42
 Barbour—43
 Bibb—42
 Blount—46
 Bullock—43
 Butler—43
 Calhoun—43
 Chambers—46
 Cherokee—44
 Chilton—37
 Choctaw—43
 Clarke—47
 Clay—45
 Cleburne—45
 Coffee—43
 Conecuh—43
 Coosa—43
 Covington—42
 Crenshaw—47
 Cullman—38
 DeKalb—42
 Elmore—43
 Escambia—42
 Etowah—43
 Fayette—44
 Franklin—44
 Geneva—47
 Hale—43
 Houston—42
 Jackson—45
 Lamar—44
 Lauderdale—40
 Lawrence—46
 Lee—43
 Limestone—43
 Lowndes—43
 Macon—42
 Madison—43
 Marengo—43
 Marion—44
 Monroe—42
 Montgomery—37
 Morgan—43
 Perry—45
 Pickens—43
 Pike—43
 Randolph—42
 St. Clair—44
 Shelby—38
 Sumter—44
 Talladega—46
 Tallapoosa—45
 Tuscaloosa—44
 Walker—40
 Wilcox—43
 Winston—45

100% CITIES

Alexander City—43
 Andalusia—43
 Anniston—42
 Athens—43
 Atmore—35
 Attalla—46
 Brewton—41
 Carbon Hill—42
 Cullman—38
 Decatur—43
 Dothan—43
 Enterprise—42
 Eufaula—43
 Fairfield—46
 Florala—43
 Florence—47
 Huntsville—42
 Jacksonville—37
 Jasper—40
 Lanett—43
 Opelika—43
 Opp—42

Ozark—42
 Piedmont—43
 Roanoke—42
 Russellville—44
 Selma—43
 Sheffield—45
 Sylacauga—38
 Talladega—43
 Tarrant—42
 Troy—36
 Tuscaloosa—36
 Tuscumbia—44
 Union Springs—42
 Cleveland—45
 Columbia—44
 Conway—45
 Crawford—43
 Crittenden—44
 Dallas—47
 Faulkner—44
 Fulton—45
 Garland—47
 Hempstead—45
 Hot Springs—47
 Howard—44
 Jackson—46
 Jefferson—46
 Johnson—43
 Lawrence—44
 Lee—44
 Lincoln—47
 Little River—44
 Logan—46
 Madison—45
 Miller—47
 Monroe—47
 Montgomery—47
 Perry—47
 Phillips—44
 Pope—47
 Prairie—47
 St. Francis—44
 Scott—47
 Sebastian—44
 Sevier—47
 Sharp—46
 Union—44
 Woodruff—47
 Yell—44

Arizona

100% COUNTIES (none)

100% CITIES

Bisbee—46
 Clifton—31
 Glendale El. D.—46
 Jerome—23
 Prescott—47
 Tempe El. D.—30
 Tuscon—47
 Williams—38
 Winslow—25

100% HIGHER INSTITUTIONS

Phoenix College—47

Arkansas

100% COUNTIES

Arkansas—47
 Ashley—45
 Boone—46
 Bradley—47
 Chicot—44

100% CITIES

Arkadelphia—46
 Batesville—44
 Benton—45
 Blytheville—46

NEA Honor Roll

Brinkley—43
Camden—45
Clarendon—44
Clarksville—43
Conway—44
Crossett—44
DeQueen—44
Dermott—44
El Dorado—44
Fayetteville—46
Fordyce—45
Forrest City—44
Fort Smith—45
Harrison—44
Helena—44
Hope—44
Hot Springs—45
Hulbert-West
 Memphis—44
Magnolia—44
Malvern—47
Marianna—42
Marked Tree—42
McGehee—47
Mena—46
Monticello—45
Morrilton—44
Nashville—44
Newport—46
N. Little Rock—46
Osceola—46
Paragould—44
Paris—44
Pocahontas—47
Prescott—45
Rogers—44
Russellville—46
Searcy—46
Siloam Springs—44
Springdale—44
Stuttgart—47
Texarkana—45
Trumann—47
Van Buren—43
Warren—46
West Helena—44
Wynne—45

100% HIGHER INSTITUTIONS

Arkansas STC
 (Conway)—47
State A & M
 College—47

California

100% COUNTIES (none)

100% CITIES

Anaheim El. D.—44
Azusa El. D.—47
Burkank—47
Chula Vista—41
Compton El. D.—35
Coronado—47
Culver City—41
Dinuba—26
El Monte El. D.—37
Hawthorne—47
Hemet—47
Hermosa Beach—44
Oakdale El. D.—33
Ontario El. D.—42
Piedmont—20
Placerville—45
Redlands—37
Redondo Beach—47
San Luis Obispo—47

100% HIGHER INSTITUTIONS

Santa Monica Col-
lege—47

Colorado

100% COUNTIES (none)

100% CITIES

Aurora—33
Canon City—47
Englewood—33
Fort Collins—35
Grand Junction—45
Greeley—41
La Junta—21
Lamar—40
Las Animas—46
Leadville—39
Littleton—44
Monte Vista—47
Montrose Sch. D. 1—42
Rocky Ford—23
Salida—42
Sterling—44
Trinidad—37
Wheatridge—42

100% HIGHER
INSTITUTIONS
Mesa College—47

Connecticut

100% COUNTIES (none)

100% CITIES (none)

Delaware

100% COUNTIES

Eastern New
 Castle—30
Western New
 Castle—41

100% CITIES

Alexis I. DuPont Spe-
 cial Sch. D.—38
Mt. Pleasant Special
 Sch. D.—46
Newark Special Sch.
 D.—47
Caesar Rodney Special
 Sch. D.—47
Smyrna Special Sch.
 D.—46

Florida

100% COUNTIES

Highlands—44
Pinellas—45

Georgia

100% COUNTIES

Atkinson—47
Bacon—47
Banks—47
Bibb—47
Brantley—47
Butts—47
Calhoun—41
Camden—47
Catoosa—41
Charlton—47
Chatahoochee—44
Chattooga—44
Cherokee—47
Clarke—47
Clinch—42
Cook—46
Dooley—46
Emanuel—46
Evans—45
Floyd—47
Glynn—43
Habersham—43
Hall—47
Hancock—47
Harris—46
Hart—44
Heard—44
Houston—47
Irwin—47
Jackson—45
Jenkins—47
Johnson—47
Jones—47
Lanier—46
Lee—47
Madison—46
Marion—45
McDuffie—47
Monroe—47
Muscogee—46
Oconee—47
Paulding—47
Peach—47
Pierce—45
Pulaski—47
Putnam—47
Rabun—46
Randolph—46
Rockdale—47
Schley—47
Spalding—45
Stephens—47
Sumter—46
Talbot—47
Terrell—47
Thomas—47
Toombs—46
Treutlen—47
Troup—47
Walton—47
Ware—47
Wayne—47
Webster—46
White—45
Wilkes—47
Worth—46

NEA Honor Roll

100% CITIES

Americus—36
Canton—47
Carrollton—47
Cedartown—47
Columbus—47
Commerce—45
Douglas—41
Dublin—45
Eastman—47
Fitzgerald—45
Jainesville—45
Griffin—47
Hogansville—47
La Grange—42
Moultrie—47
Newnan—43
Quitman—46
Thomaston—42
Thomasville—47
Thomson—46
Tifton—44
Toccoa—44
Trion—45
Valdosta—44
Vidalia—44
Waycross—45
West Point—46

Idaho

100% COUNTIES

Blaine—47
Camas—47
Franklin—47
Gooding—47
Power—47
Semhu—47

100% CITIES

Blackfoot—47
Burley—43
Caldwell—47
Coeur d' Alene—47
Emmett—47
Gooding—47
Idaho Falls—25
Kellogg—47
Lewiston—41
Malad City—47
Moscow—47
Pocatello—47
Preston—47
Rupert—43

St. Anthony—47
Sandpoint—47
Twin Falls—44

Illinois

100% COUNTIES

Brown—45
Clay—46
Crawford—44
Edwards—46
Lawrence—46
Pulaski—47
Randolph—47
Richland—46
Wabash—46
Wayne—46
White—46

100% CITIES

Aledo—44
Anna El. D.—44
Arlington Hgts. El. D.—45
Barrington—46
Carlinville—46
Carterville El. D.—39
Centralia HS D.—45
Champaign—34
Charleston—40
Chester—44
Creve Coeur El. D.—46
Dolton—47
Duquoin El. D.—47
Edwardsville—36
Elmhurst El. D.—31
Elmwood Park—33
Evanston El. D. No. 76—46
Evanston HS D.—30
Freeport—46
Fulton HS D.—44
Glencoe—44
Glen Ellyn El. D.—30
Greenville—47
Harrisburg—42
Harvey El. D.—40
Havana El. D.—39
Highland—31
Highland Park El. D. No. 107—43
Highwood—46
Hinsdale—45

Homewood—45
Jacksonville—37
Jerseyville El. D.—36
Kenilworth—24
La Grange El. D.—44
Lawrenceville—46
Libertyville El. D.—38
Libertyville HS D.—46
Lombard—29
Macomb—47
Marshall El. D.—46
Mattoon—42
Mendota—34
Monticello El. D.—46
Monticello HS D.—40
Morris—47
Mt. Carmel—47
Mt. Vernon El. D.—41
Naperville—24
Normal—35
N. Chicago El. D. No. 64—37
Oak Lawn El. D. No. 123—46
Oak Park HS D.—46
Pekin El. D.—23
Pekin HS D.—24
Pinckneyville HS D.—46
Pittsfield—44
Pontiac El. D.—23
Princeton El. D.—35
Princeton HS D.—23
River Forest—29
River Grove—46
Riverside El. D.—46
Riverside HS D.—43
Robinson El. D.—39
Rochelle El. D.—40
Rochelle HS D.—39
Rock Island—32
Salem—42
Shelbyville—44
Silvis—44
Steger—46
Sterling El. D. No. 11—34
Streator—47
Sullivan El. D.—47
Sullivan HS D.—39
Summit—47
Urbana—46
Vandalia HS D.—46
Watseka El. D.—25

Watscka HS D.—25
Waukegan El. D.—39
West Chicago El. D.—44
West Chicago HS D.—47
Westmont—41
Wheaton—26
Winnetka El. D.—22
Wood River El. D.—26

100% HIGHER INSTITUTIONS

Charleston STC—34
Normal STC—34

Indiana

100% COUNTIES

Benton—41
Clark—47
Franklin—47
Huntington—43
Jasper—44
Marion—47
Marshall—46
Monroe—46
Perry—46
Porter—47
Spencer—43
Vanderburgh—44
Vermillion—42
Warren—42

100% CITIES

Alexandria—43
Angola—47
Attica—47
Bedford—39
Beech Grove—47
Bicknell—43
Bloomington—43
Bluffton—45
Brazil—38
Clinton—45
Columbus—47
Crawfordsville—31
Crown Point—47
Decatur—44
Dunkirk—30
Evansville—36
Ft. Wayne—38
Frankfort—47
Franklin—43

NEA Honor Roll

Garrett—42
Greencastle—44
Hobart—40
Huntingburg—44
Huntington—23
Jasper—47
Jeffersonville—43
LaPorte—24
Linton—47
Logansport—41
Martinsville—45
Michigan City—39
Mitchell—47
Mt. Vernon—43
Nappanee—36
New Albany—46
New Castle—28
North Vernon—46
Peru—40
Petersburg—34
Rushville—47
Seymour—31
Shelbyville—47
South Bend—23
Sullivan—43
Tell City—47
Union City—37
Valparaiso—37
Vincennes—36
Wabash—22
Warsaw—46
West Terre Haute—47
Whiting—47

Iowa

100% COUNTIES

Carroll Rural—45
Lucas Rural—45
Montgomery Rural—43
Story Rural—47

100% CITIES

Algona—39
Ames—36
Burlington—22
Charles City—44
Cherokee—32
Clarinda—44
Eldora—45
Estherville—35
Fairfield—45
Fort Madison—47

Independence—43
Keokuk—19
Oelwein—47
Osage—40
Osceola—44
Ottumwa—34
Perry—47
Sac City—41
Sheldon—47
Tama—47
Tipton—44
West Des Moines—45
Winterset—45

Kansas

100% COUNTIES

Barber—47
Brown—44
Chase—47
Chautauqua—46
Comanche—46
Decatur—46
Elk—47
Grant—46
Greeley—44
Hodgeman—43
Kearney—47
McPherson—44
Meade—44
Nemaha—47
Pawnee—46
Saline—47
Scott—46
Seward—46
Stevens—46
Wichita—44
Wyandotte—47

100% CITIES

Anthony—34
Arkansas City—47
Atchison—43
Augusta—43
Belleville—43
Beloit—44
Caney—42
Chanute—23
Cherryvale—24
Clay Center El. D.—46
Coffeyville—35
Columbus El. D.—47
Concordia—47

Council Grove—43
Dodge City—36
Eldorado—44
Eureka—39
Fort Scott—43
Fredonia—38
Garden City—46
Garnett—43
Girard—47
Goodland—46
Great Bend—45
Hays—34
Herington—44
Hiawatha—35
Holsington—44
Holton—44
Humboldt—47
Hutchinson—43
Independence—41
Iola—46
Junction City—40
Kansas City—24
Kingman—44
Larned—46
Lawrence—47
Leavenworth—43
Liberal—43
Manhattan—44
Marysville—38
McPherson—43
Neodesha—45
Newton—45
Norton—26
Olathe—43
Osawatomie—37
Ottawa—39
Paola—44
Parsons—37
Pittsburg—42
Pratt—43
Russell—38
Salina—41
Topeka—42
Wellington—45
Winfield—42

100% HIGHER INSTITUTIONS

Arkansas City Jr. College—46
Chanute Jr. College—23
Coffeyville Jr. College—35

Dodge City Jr. College—45
Eldorado Jr. College—45
Fort Scott Jr. College—43
Garden City Jr. College—46
Hutchinson Jr. College—43
Independence Jr. College—41
Iola Jr. College—47
Kansas City Jr. College—24
Parsons Jr. College—37
Pittsburg STC—43
Pratt Jr. College—44

Kentucky

100% COUNTIES

Barren—46
Bourbon—45
Boyle—41
Bracken—44
Bullitt—46
Campbell—37
Carroll—44
Carter—42
Clark—47
Clinton—42
Cumberland—44
Davies—42
Estill—45
Fayette—37
Franklin—42
Grant—42
Grayson—44
Green—42
Greenup—47
Hardin—39
Harlan—43
Harrison—47
Hart—42
Hickman—47
Jefferson—45
Jessamine—41
Kenton—36
Larue—42
Lee—47
Leslie—45
Lincoln—45
Logan—46

NEA Honor Roll

Madison—39
Marshall—46
Mason—43
McCreary—36
McLean—39
Meade—44
Montgomery—42
Nelson—37
Nicholas—46
Oldham—43
Pendleton—44
Pike—45
Pulaski—45
Robertson—45
Scott—45
Spencer—47
Todd—45
Union—42
Warren—42
Webster—45
Wolfe—43
Woodford—44

100% CITIES

Ashland—27
Bardstown—43
Carrollton—38
Central City—44
Corbin—45
Cumberland—41
Danville—46
Dawson Springs—42
Earlington—44
Elizabethtown—43
Ft. Thomas—38
Frankfort—41
Georgetown—46
Harlan—39
Hazard—41
Henderson—44
Hopkinsville—45
Irvine—38
Jenkins—38
Lebanon—43
Lexington—37
Maysville—35
Middlesboro—45
Mt. Sterling—46
Murray—44
Nicholasville—44
Owensboro—34
Paducah—46
Paris—45
Pikeville—41

1948-49

Pineville—45
Princeton—46
Providence—43
Richmond—39
Russellville—38
Shelbyville—41
Somerset—42
Versailles—45
Winchester—43

100% HIGHER INSTITUTIONS

Ashland Jr. College
—38
College of Education,
Univ. of Ky.—45

Louisiana

100% PARISHES

Ascension—44
Avoyelles—37
Bienville—38
Catahoula—37
Claiborne—38
East Carroll—45
Iberville—46
Jackson—46
Madison—42
Morehouse—42
Webster—44
West Baton Rouge—41
West Carroll—47
Winn—47

100% CITIES

Lake Charles—46
Monroe—44

Maine

100% UNIONS

Union #49—45
Union #59—47
Union #69—46
Union #82—45
Union #114—43
Union #121—41
Union #122—45

100% CITIES

Brewer—31
Madison & Skowhegan
—42
Saco—34

100% HIGHER
INSTITUTIONS
Gorham STC—37

Maryland

100% COUNTIES

Caroline—43
Frederick—39
Garrett—47
Harford—47
Howard—45
Kent—43
Prince Georges—47
Queen Annes—47
Somerset—47
Talbot—47
Washington—44
Wicomico—47
Worcester—44

Massachu- setts

100% UNIONS

Union #37—36

100% CITIES

Stoncham—37
Ware—46
Wellesley—45

Michigan

100% COUNTIES

(none)

100% CITIES

Adrian—25
Albion—35
Allegan—47
Battle Creek—46
Berkley—33
Dowagiac—33
E. Grand Rapids—45
Ferndale—47
Fremont—27
Grand Ledge—47
Inkster—36
Manistee—47
Marine City—46
Marshall—34
Muskegon Hgts.—43

Otsego—47
St. Clair—29
South Haven—22
Sturgis—46
Three Rivers—47

Minnesota

100% COUNTIES

(none)

100% CITIES

Austin—44
Fergus Falls—45
Jackson—45
Litchfield—43
Little Falls—43
Luverne—45
Marshall—44
Moorhead—47
Morris—44
N. St. Paul—47
Red Wing—44
Rochester—27
Windom—43

Mississippi

100% COUNTIES

Clark—44
Jasper—45
Lauderdale—45
Neshoba—47

100% CITIES

Amory—45
Biloxi—38
Brookhaven—43
Clarksdale—32
Columbia—42
Gulfport—43
Hattiesburg—46
Hazlehurst—45
Holly Springs—44
Kosciusko—47
Louisville—47
McComb—34
Meridian—33
Moss Point—38
New Albany—42
Oxford—44
Pascagoula—43
Philadelphia—44

NEA Honor Roll

Vicksburg—33
West Point—45
Winona—45
Yazoo City—29

100% HIGHER INSTITUTIONS

Clarke Memorial Col-
lege (Newton)—47
Meridian Jr. College
—45
Mississippi Woman's
College (Hatties-
burg)—47

Missouri

100% COUNTIES

Adair—47
Lawrence—47
Lincoln—45
Monroe—46
Ralls—46

100% CITIES

Aurora—46
Berkeley—47
Bolivar—47
Boonville—31
Brentwood—46
Butler—44
Clayton—24
Columbia—47
Fulton—46
Jennings—47
Joplin—47
Kirkwood—37
Ladue—39
Lexington—43
Louisiana—47
Marshall—47
Maryville—28
Monett—47
Neosho—47
Nevada—33
Normandy—39
N. Kansas City—44
Richmond Hgts. &
Maplewood—45
Ritenour—47
St. Joseph—18
Sedalia—20

Slater—47
Springfield—47
Trenton—43
Webster Groves—47
Wellston—47

Montana

100% COUNTIES

Missoula—47
Treasure—47

100% CITIES

Bozeman El. D.—45
Cut Bank—47
Deer Lodge—45
Dillon El. D.—45
Glasgow—45
Glendive El. D.—39
Livingston El. D.—45
Miles City El. D.—45
Missoula El. D.—45
Roundup—47
Sidney—44

Nebraska

100% COUNTIES

(none)

100% CITIES

Alliance—45
Beatrice—44
Fremont—45
Gering—43
Hastings—46
Holdrege—46
Kearney—35
Lincoln—24
Nebraska City—45
Wahoo—46
West Point—47
York—47

100% HIGHER INSTITUTIONS

Kearney STC—34
Peru STC—47

Nevada

100% COUNTIES

Pershing—47

100% CITIES

Ely—47
Las Vegas—21
Sparks—46

New Hampshire

100% COUNTIES

(none)

100% CITIES

(none)

New Jersey

100% COUNTIES

(none)

100% CITIES

Audubon—47
Belmar—37
Cape May—43
Clementon El. D.—47
Glen Rock—39
Milltown—47
Northfield—27
Ocean City—46
Pitman—33
Roselle Park—47
Ventnor—26

New Mexico

100% COUNTIES

Bernalillo—47
Dona Ana—43
Lea—47
McKinley—43
Santa Fe—47

100% CITIES

Artesia—46
Carlsbad—43
Deming—43
Hobbs—46
Las Vegas City—45
 Lordsburg—47
Portales—37
Silver City El. D.—46
Socorro—46
Tucumcari—47

New York

100% COUNTIES

Yates (2nd Super-
visory Dist.)—47

100% CITIES

Corning Dist. #9—45
Freeport—36
Hudson Falls—34
Lancaster—38
Lockport—29
Mechanicville—33
Olean—37
Penn Yan—36
Southampton—33

100% HIGHER INSTITUTIONS

Oneonta STC—41

North Carolina

100% COUNTIES

Camden—46
Clay—45
Jones—45
Tyrrell—45

100% CITIES

Burlington—44
Cherryville—46
Clinton—44
Concord—44
Elizabeth City—43
Fayetteville—43
Hamlet—44
Kings Mountain—41
Laurinburg—43
Lenoir—43
Lexington—42
Lincolnton—45
Lumberton—44
Mooresville—45
Newton-Conover—46
N. Wilkesboro—45
Rockingham—45
Rocky Mount—43
Southern Pines—46
Tarboro—44
Thomasville—45
Wadesboro—46
Washington—45
Whiteville—46

North Dakota

100% COUNTIES

Steele—47
Towner—46

100% CITIES

Bismarck—28
Dickinson—42
Jamestown—43
Valley City—33
Wahpeton—47
Williston—41

100% HIGHER INSTITUTIONS

Dickinson STC—47

Ohio

Butler—40
Carroll—46
Clinton—29
Columbiana—47
Coshocton—44
Lake—47
Licking—47
Logan—24
Miami—40
Paulding—46
Sandusky—28
Van Wert—40

100% CITIES

Alliance—27
Amherst—41
Ashtabula Harbor—25
Barnesville—35
Bay Village—36
Bedford—21
Bellefontaine—22
Bellevue—27
Bexley—47
Bluffton—35
Bowling Green—40
Bryan—40
Bucyrus—46
Cadiz—46
Carrollton—36
Celina—45
Chagrin Falls—42
Clyde—34
Columbiana—47

Coshocton—47
Covington—46
Cuyahoga Falls—47
Defiance—38
Dover (Tuscarawas County)—47
E. Palestine—29
Elmwood Place—38
Fairview—24
Findlay—43
Fostoria—35
Franklin—42
Fremont—45
Gallipolis—44
Garfield Hgts.—43
Geneva—47
Grandview Hgts.—36
Greenfield—22
Greenhills—47
Kent—29
Kenton—19
Lancaster—26
Lisbon—46
Lockland—27
Logan—26
London—34
Loudonville—38
Marietta—23
Marysville—42
Mayfield Hgts.—45
Mechanicsburg—47
Miamisburg—34
Middletown—25
Milford—37
Mingo Junction—44
Montpelier—45
Mt. Healthy—45
Napoleon—43
Nelsonville—30
New Philadelphia—47
N. Baltimore—25
N. Canton—35
Norwood—40
Oberlin—22
Orrville—47
Oxford—40
Parma—45
Perrysburg—47
Piqua—28
Pomeroy—44
Port Clinton—33
Ravenna—27
Rittman—26
Rocky River—41

St. Marys—46
Shadyside—45
Toronto—34
Urbana—44
Van Wert—36
Versailles—47
Wapakoneta—41
Warren—43
Washington Court House—38
West Carrollton—28
Westlake—41
Wickliffe—33
Willoughby—46
Wilmington—47
Wooster—33
Wyoming—33
Xenia—47
Zanesville—23

100% HIGHER INSTITUTIONS
Muskingum College (New Concord)—47

Oklahoma

100% COUNTIES
(none)

100% CITIES

Ada—42
Ardmore—46
Bartlesville—43
Blackwell—44
Clinton—42
Cushing—47
Durant—44
Guthrie—44
Henryetta—46
Hugo—43
Nowata—47
Okmulgee—43
Pawnee—47
Perry—46
Ponca City—45
Sand Springs—42
Sulphur—43
Weatherford—45
Woodward—42

Oregon

100% COUNTIES
Crook—46

100% CITIES

Albany—41
Ashland—40
Bend—47
Hood River—47
Lebanon—44
McMinnville—47
Medford—44
Newberg—44
North Bend—25
Ontario—47
Oregon City—34
Roseburg—27
Silverton—45

Pennsylvania

100% COUNTIES

Adams—43
Bedford—44
Berks—18
Bucks—46
Chester—43
Clarion—46
Clearfield—47
Clinton—44
Franklin—46
Indiana—46
Lebanon—47
Lycoming—45
McKean—45
Mifflin—44
Monroe—46
Montour—46
Pike—43
Snyder—38
Somerset—38
Sullivan—41
Susquehanna—44
Tioga—37
Union—46
Westmoreland—45
Wyoming—44
York—42

100% CITIES

Allentown—43
Bangor—44
Beaver Falls—47
Bellevue—46
Bellwood—44
Birdsboro—36

NEA Honor Roll

Boyertown—36
 Bristol—42
 Canonsburg—47
 Carlisle—45
 Carnegie—45
 Chambersburg—34
 Clearfield—26
 Clifton Hgts.—26
 Connellsville—47
 Doylestown—22
 DuBois—34
 Easton—44
 Emmaus—44
 Ford City—47
 Forest City—44
 Forty Fort—43
 Gettysburg—26
 Greenville—33
 Grove City—31
 Hamburg—36
 Harrison Twp.—45
 Hollidaysburg—27
 Indiana—39
 Jermyn—46
 Jersey Shore—36
 Kane—45
 Lansdale—32
 Latrobe—43
 Lehigh—24
 Lemoyne—39
 Mahanoy City—42
 Marcus Hook—35
 Mechanicsburg—45
 Meyersdale—37
 Milton—43
 Monongahela—46
 Morrisville—47
 Mt. Lebanon—29
 Muhlenberg Twp.—25
 New Cumberland—37
 Northampton—44
 Oakmont—44
 Palmerton—24
 Penbrook—36
 Pottstown—46
 Red Lion—30
 Reynoldsville—45
 St. Clair—43
 Sandy Twp.—41
 Schuylkill Haven—44
 Selinsgrove—38
 Shillington—46
 S. Williamsport—36
 Springfield Twp.—44

Stroudsburg—46
 Summit Hill—26
 Swarthmore—39
 Taylor—47
 Titusville—46
 Tredyffrin Twp.—46
 Tyrone—27
 Upper Merion Twp.—43
 Warren—47
 Washington—44
 Waynesboro—32
 Wellsboro—37
 West Hazleton—47
 West Mifflin Boro—44
 West Pittston—44
 West Reading—36
 York—25

100% HIGHER INSTITUTIONS

Bloomsburg STC—30
 Edinboro STC—43
 Lock Haven STC—46
 Mansfield STC—35
 Shippensburg STC—46
 Slippery Rock STC—25

Rhode Island

100% COUNTIES (none)

100% CITIES Jamestown—24

South Carolina

100% COUNTIES Darlington—44

100% CITIES Beaufort—45 Camden—45 Clinton—35 Conway—42 Darlington—44 Dillon—47 Gaffney—43

Greer—40
 Hartsville—46
 Honea Path—43
 Kingstree—43
 Laurens—40
 Mullins—44
 Newberry—46
 Orangeburg—47
 Walterboro—26
 Woodruff—41
 York—47

South Dakota

100% COUNTIES

Davison—47
 Perkins—47

100% CITIES

Aberdeen—39
 Mitchell—22
 Mobridge—46
 Pierre—28
 Watertown—46

100% HIGHER INSTITUTIONS

Southern STC (Springfield)—43

Tennessee

100% COUNTIES

Anderson—44
 Bedford—47
 Bledsoe—43
 Blount—43
 Campbell—46
 Cannon—44
 Carter—43
 Cheatham—44
 Chester—47
 Claiborne—44
 Clay—44
 Coffee—46
 Crockett—47
 Davidson—34
 Decatur—44
 De Kalb—46
 Dyer—46
 Fentress—47

Greene—43
 Grundy—45
 Hancock—46
 Hardin—47
 Hawkins—45
 Haywood—47
 Henderson—44
 Henry—47
 Houston—47
 Jackson—47
 Johnson—47
 Lauderdale—44
 Lawrence—47
 Lincoln—46
 Madison—46
 Marion—46
 Marshall—46
 McMinn—44
 McNairy—46
 Monroe—44
 Montgomery—47
 Morgan—47
 Obion—46
 Overton—47
 Pickett—46
 Putnam—46
 Rhea—47
 Roane—47
 Robertson—46
 Rutherford—46
 Scott—47
 Sevier—43
 Shelby—43
 Smith—47
 Tipton—47
 Trousdale—45
 Unicoi—43
 Union—43
 Warren—44
 Washington—43
 Weakley—44

100% CITIES

Athens—46
 Bristol—32
 Brownsville—47
 Clarksville—46
 Cleveland—46
 Clinton—47
 Elizabethton—43
 Harriman—46
 Jackson—46
 Johnson City—46
 Kingsport—46

Lenoir City—44
Lexington—44
Maryville—43
McMinnville—47
Morristown—44
Oak Ridge—46
Paris—46
Shelbyville—46
Sparta—47
Springfield—30
Sweetwater—47
Union City—46
Winchester—47

**100% HIGHER
INSTITUTIONS**

Austin Peay State Col-
lege—40

Texas

100% COUNTIES
Brooks—47

100% CITIES
Abilene—47
Amarillo—44
Beville—47
Canyon—43
Corpus Christi—46
Gladewater—46
Odessa—47
Orange—44
Pampa—47
Sherman—47
Taylor—45
Terrell—46
Texarkana—35
Waco—47

**100% HIGHER
INSTITUTIONS**
Corpus Christi Jr.
College—47
Odessa Jr. College—47

Utah

100% COUNTIES
Alpine—26
Beaver—38
Box Elder—37
Cache—44

Carbon—42
Davis—42
Duchesne—33
Emery—36
Garfield—44
Grand—43
Granite—47
Iron—40
Jordan—24
Juab—33
Kane—46
Millard—44
Morgan—35
Nebo—28
N. Sanpete—46
N. Summit—43
Piute—36
Rich—41
Sevier—39
S. Sanpete—36
S. Summit—42
Tooele—47
Uintah—39
Wasatch—27
Washington—43
Wayne—44
Weber—40

100% CITIES

Logan—27
Murray—25
Ogden—44
Park City—47
Provo—26

Vermont

100% COUNTIES
(none)

100% CITIES

Montpelier—42
Rutland—45

Virginia

100% COUNTIES

Albemarle—47
Alleghany—47
Amelia—43
Appomattox—45
Augusta—41

Bath—38
Botetourt—43
Buchanan—45
Campbell—40
Caroline—46
Carroll—43
Charlotte—45
Chesterfield—44
Culpeper—44
Dickenson—45
Elizabeth City—44
Fauquier—41
Floyd—47
Fluvanna—47
Franklin—43
Frederick—47
Giles—46
Grayson—43
Greensville—43
Halifax—45
Highland—46
Isle of Wight—44
King George—47
Louisa—46
Lunenburg—46
Montgomery—41
Nansemond—36
Norfolk—43
Northampton—44
Nottoway—43
Orange—47
Patrick—45
Pittsylvania—44
Prince George—47
Princess Anne—47
Pulaski—47
Rappahannock—41
Shenandoah—43
Southampton—45
Spotsylvania—42
Surry—46
Sussex—41
Tazewell—47
Warren—41
Warwick—46
Wythe—44
York—46

100% CITIES

Alexandria—41
Bristol—47
Buena Vista—46
Hampton-Phoebe—44
Harrisonburg—40

Hopewell—35
Martinsville—43
Newport News—33
Portsmouth—47
Radford—43
South Norfolk—40
Staunton—44
Suffolk—45
Waynesboro—41
Williamsburg—47
Wytheville—46

**Wash-
ington**

100% COUNTIES

Asotin—45
Chelan—47
Clark—45
Columbia—45
Garfield—46
Lewis—47
Lincoln—47
San Juan—43
Walla Walla—47
Whatcom—45

100% CITIES

Aberdeen—46
Auburn—44
Centralia—26
Chehalis—36
Colfax—46
Dayton—46
Grand Coulee—47
Hoquiam—45
Omak—47
Pasco—45
Pullman—45
Puyallup—45
Raymond—47
Renton—44
Sedro-Woolley—47
Snohomish—45
Toppenish—45

**West
Virginia**

100% COUNTIES
Barbour—45

NEA Honor Roll

Braxton—46
Cabell—46
Doddridge—44
Gilmer—46
Grant—47
Greenbrier—47
Hardy—47
Harrison—45
Jefferson—46
Lewis—46
Mingo—47
Monroe—47
Nicholas—47
Pendleton—47
Pleasant—44
Pocahontas—47
Randolph—47
Roane—47

Taylor—46
Tyler—46
Upshur—46
Wayne—47
Wetzel—47
Wirt—47

Wisconsin

100% COUNTIES

Polk—47
Sawyer—47

100% CITIES

Antigo—47
Appleton—44
Burlington—44
Delavan—36
Edgerton—29

Fond du Lac—20
Lake Geneva—47
Port Washington—31
Rice Lake—44
Shorewood—27
S. Milwaukee—44
Spooner—43
Stevens Point—45
Stoughton—47
Two Rivers—26
Watertown—43
Wausau—34
W. Milwaukee—47

100% HIGHER INSTITUTIONS

Platteville STC—47
Stout Institute (Mc-
nomonic)—47

Wyoming

100% COUNTIES (none)

100% CITIES

Evanston—44
Green River—45
Laramie—36
Rock Springs—42
Worland El. D.—23

Alaska

100% CITIES

Anchorage—38
Fairbanks—36
Juneau—34
Ketchikan—47

PART V

The United Nations Educational, Scientific and Cultural Organization [Unesco]

The World Organization of the Teaching Profession [WOTP]

Our generation knows, as no generation before it has ever known, that peace must be made. If we mean when we talk of peace that nothing this time will stop us from making peace—that neither lies nor deceptions nor tricks nor our own weariness will prevent us—if we mean this we can speak of peace to the living and dead without shame. For nothing is true or honest in the talk of peace but our own purpose. And the choice is ours.—ARCHIBALD MACLEISH.

Preamble to the Unesco Constitution

CONSTITUTION OF THE UNITED
NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION

*The Governments of the States
Parties to This Constitution,
on Behalf of Their Peoples,
Declare*

that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed;

That ignorance of each other's ways and lives has been a common cause, thruout the history of mankind, of that suspicion and mistrust between the peoples of the world thru which their differences have all too often broken into war;

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, thru ignorance and prejudice, of the doctrine of the inequality of men and races;

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern;

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For These Reasons,

the States Parties to This Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives;

In Consequence Whereof

they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, thru the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.

NEA PARTICIPATION IN UNESCO

IN 1943 AND 1944 the Representative Assembly of the National Education Association, declaring that the force of education must be recognized in the efforts to establish peace, called on the government of the United States to help create a permanent international agency for education.

The State Department in April 1945 invited the National Education Association to appoint a consultant to the United States delegation which helped draft the United Nations Charter in San Francisco.

In May 1945 a group of consultants representing organizations in each of four important fields—agriculture, business, education, labor—was granted a hearing before the entire US delegation. As a result, the delegation and the Conference incorporated in the UN Charter definite provisions for international cooperation in education. This action opened the door to a vast new area of international co-operation.

Meanwhile, in Washington, congressional resolutions were introduced endorsing the idea of an international office of education. The NEA supported these resolutions. They passed both houses of Congress unanimously.

Education is mentioned explicitly nine times in the final text of the UN Charter. The General Assembly is empowered to make studies in the field of educational cooperation. The Economic and Social Council is charged with promoting international educational cooperation. Else-

where in the Charter, certain educational responsibilities are conferred upon the Trusteeship Council and on nations responsible for dependent areas.

The conference at San Francisco did not determine the exact means by which the educational functions of the United Nations would be conducted. These decisions were postponed for a special conference held in London in November 1945. In London, as at San Francisco, officers of the NEA were assigned important roles. The London Conference succeeded in drafting a Constitution for a United Nations Educational, Scientific and Cultural Organization (published in full in the *NEA Journal* for January 1946). A poster displaying its preamble (see page 424 of this HANDBOOK) has been widely distributed.

The most important issue at London was whether Unesco would be primarily a clearinghouse where ideas, people, and materials would be exchanged among nations, or whether it would be an agency dedicated to the promotion of peace, judging all its operations in terms of their contribution to that purpose. After some discussion, the second point of view was adopted unanimously. Unesco is dedicated explicitly to just one purpose, to contribute to peace and security.

The effort to secure participation in Unesco by our own government was brought to a successful conclusion in 1946. The NEA actively supported this

Unesco and WOTP

action in testimony before the House and Senate Committees on Foreign Relations. The enabling resolution passed the House and Senate by overwhelming votes, and was approved by President Truman in July 1946.

In November 1946, Unesco held its first official meeting at Paris. Because of the participation of NEA representatives in the US National Commission for Unesco in the Paris Conference and in many other ways, the Unesco program now in operation represents in most respects the composite views of teachers in the United States.

The Second General Conference of Unesco was held at Mexico City in November and December 1947. The program adopted for 1948 is given below.

UNESCO'S PROGRAM FOR 1948

THE Second General Conference of Unesco, which met in Mexico City in November and December 1947, drafted a program for 1948 in six major fields:

[1] *Reconstruction* of cultural life in war-devastated countries. Unesco will draft a report on the educational problems of children handicapped by the war. It will help youth reconstruction camps to develop international understanding. All citizens can usefully engage in the program of educational reconstruction.

[2] *International communications*, including exchange of persons and use of libraries, radio, films, and press. This will include Unesco's work with exchange of teachers and students.

Plans are being made to hold the Third General Conference of Unesco at Beirut, Lebanon, in October-November 1948.

One of the main reasons for the NEA's success in furthering international educational cooperation has been the NEA War and Peace Fund. The contributions of thousands of teachers thruout the United States to this fund were an indication that the American teachers were prepared to back up their policies. With the aid of the War and Peace Fund, the Educational Policies Commission had conducted for three years before the San Francisco meeting a steady program of public information designed to transmit the conviction of teachers that their profession has a part to play in keeping the peace.

[3] International cooperation in *education*.

[4] *Cultural interchange* thru arts and letters, philosophy and humanities, translations, and museums.

[5] Promoting *human and social relations* thru cooperative investigations by social scientists.

[6] International cooperation in extending man's knowledge and control of the *natural sciences*.

Educational Priorities

The Mexico City Conference agreed that first and equal priority in the educational program should be given to:

[1] *Fundamental education*—Unesco

will give worldwide leadership in promotion of literacy and other basic skills. More than half the adults of the world are unable to read or write. While illiteracy is no longer a major problem in the United States, teachers in this country will be ready to put their experience in this area at the disposal of Unesco. During 1948, Unesco will establish pilot demonstration projects in China, East Africa, Haiti, and perhaps one other center. The pilot projects, with associated projects in other countries, will form a Unesco network of enterprises in fundamental education.

[2] *Adult education*—During 1948 the Director General of Unesco will collect information on new methods in adult education and will produce materials on international affairs suitable for use by adult education groups. An international conference for leaders and workers in adult education will be held in 1948, provided sufficient progress is made in collecting basic information. Teachers of adult classes who have ideas and materials to contribute should do so.

[3] *Work with universities*—The Director General is to call a meeting of representatives of universities throughout the world. Purposes will be to develop an international association of universities, study the problem of equivalence of degrees, promote higher education in international relations, and encourage closer cooperation between universities and Unesco.

[4] *Educational seminars*—There will be at least three Unesco seminars for

teachers during the summer of 1948. One will deal with instruction about the UN and its specialized agencies; a second, with education of teachers; a third, with education of young children. Participants will be selected by governments of each country. Unesco will provide tuition and maintenance; participating governments or individuals will meet travel expenses.

[5] *Teaching international understanding*—Two major lines of operation were authorized. The Director General is instructed to study how member states of Unesco are teaching about the United Nations and its specialized agencies. Second, the Director General is to sponsor two competitions for young people which will stimulate wide public interest in the work of Unesco.

[6] *Textbooks and teaching materials*—Activities in the collection, study, and improvement of textbooks and teaching materials, particularly those which relate to international understanding, will be continued in 1948.

[7] *Educational missions*—On the request of member states, Unesco will provide expert advice on reorganization of educational systems and on methods of increasing international understanding. Wherever possible, these missions will include representatives of teachers organizations.

Supplementary Projects

In addition to the seven top priorities just enumerated, the 1947 General Conference approved 10 other projects which, altho important, do not require large im-

Unesco and WOTP

mediate expenditures of money and time:

[1] *Teachers charter*—Unesco will invite associations of teachers to make suggestions for a draft of an international teachers charter. The World Organization of the Teaching Profession, of which the NEA is a member, is already at work on this project.

[2] *Youth charter*—In 1948 an international study of barriers to universal education is to be started, looking toward an international youth charter.

[3] *Draft convention*—The 1948 conference of Unesco will consider a draft convention under which the nations may agree (within their respective constitutional and legal systems for education) to direct their schools to the ends of peace and security.

[4] *Music and the arts*—During 1947 Unesco distributed a questionnaire on the role of music and the arts in education. The replies will be used in 1948 to prepare proposals for a further program in this field.

[5] *Science*—Unesco will collect from each member nation a statement on the role of science in general education.

[6] *Languages*—Unesco will make more widely available knowledge of new methods of teaching languages, including the use of language teaching for better international understanding.

[7] *Vocational education*—Unesco will cooperate with the International Labor Office in a report on vocational guidance.

[8] *Education of women*—Unesco will help the UN Commission on the Status of Women in studies of educational opportunities open to women.

[9] *Publication of materials*—Thruout the educational program of 1948, Unesco will distribute printed material as well as lists of films, recordings, and other educational aids.

[10] *International organizations*—Finally, Unesco will endeavor to establish cooperative arrangements with international teachers organizations.

The Membership of Unesco

[as of April 1, 1948]

The Member States

Australia
Austria
Belgium
Bolivia
Brazil
Canada
China
Colombia
Cuba
Czechoslovakia
Denmark

Dominican Republic
Ecuador
Egypt
El Salvador
France
Greece
Haiti
Honduras
Hungary
India

Italy
Lebanon
Liberia
Luxembourg
Mexico
Netherlands
New Zealand
Norway
Peru
Philippines

Poland
Saudi Arabia
Switzerland
Syria
Turkey
Union of South Africa
United Kingdom
United States of
America
Uruguay
Venezuela

US NATIONAL COMMISSION FOR UNESCO

ON JULY 30, 1946, President Truman signed Public Law 565, creating the United States National Commission for Unesco. The Commission consists of 100 members representing chiefly the national voluntary organizations most concerned with educational, scientific, and cultural matters. Also included in the membership are federal, state, and local government representatives and members at large.

The National Commission for Unesco was set up to advise the government of the United States on Unesco matters, to advise delegations from the United States

to meetings of the General Conferences of Unesco, and to serve as an agency of liaison between Unesco and educational, scientific, and cultural organizations throughout the country.

The first meeting of the US National Commission for Unesco was held in September 1946 in Washington, D. C. National meetings followed in Philadelphia, March 1947; Chicago, September 1947 and again in Washington, February 1948. Regional conferences on Unesco were held by the Commission in Denver, May 1947; San Francisco, May 1948.

Member Organizations of the US National Commission for Unesco

[as of March 1, 1948]

American Association for Adult Education
American Association for the Advancement of Science
American Association of Museums
American Association of School Administrators
American Association of Colleges for Teacher Education
American Association of University Professors
American Association of University Women
American Book Publishers Council
American Chemical Society
American Committee for the International Union of Local Authorities
American Council of Learned Societies
American Council on Education
American Farm Bureau Federation
American Federation of Arts
American Federation of Labor
American Federation of Teachers
American Institute of Architects
American Library Association
American Philosophical Society
American Society for Engineering Education
American Society of Newspaper Editors
American Teachers Association

Associated Youth Service Organizations, Inc.
Association of American Colleges
Association of American Law Schools
Association of American Medical Colleges
Association for Education by Radio
Chamber of Commerce of the United States
Chicago Council on Foreign Relations
Committee for Economic Development
Congress of Industrial Organizations
Cooperative League of the United States of America
Educational Film Library Association
Engineers Joint Council
Farmers Educational and Cooperative Union
Federal Council of Churches of Christ in America
General Federation of Women's Clubs
Modern Language Association of America
Motion Picture Association of America, Inc.
National Academy of Sciences
National Association for the Advancement of Colored People
National Association of Broadcasters
National Catholic Educational Association
National Catholic Welfare Conference

Unesco and WOTP

National Congress of Parents and Teachers
National Council for the Social Studies
National Editorial Association
National Education Association
National Grange
National Institute of Arts and Letters
National League of Women Voters

National Music Council
National Publishers Association
National Research Council
National Social Welfare Assembly, Inc.
National Student Association
Social Science Research Council
Synagogue Council of America

QUESTIONS AND ANSWERS ON UNESCO

What is Unesco? Unesco is a specialized agency of the United Nations. The United Nations Charter provides for such specialized agencies to work in relation with the Economic and Social Council. At the present time about forty members of the United Nations, including all of the major powers except the Soviet Union, belong to Unesco.

Where is Unesco? The headquarters of Unesco are in Paris at 19 Avenue Kleber. There is a branch office at 405 East 47th St., New York 17, N. Y. The Organization holds a general conference in a different country each year. It sponsors many other special activities in various parts of the world.

Who controls Unesco? The nations which are members of Unesco send delegates (not more than five in number) to the annual general conference. They may also send alternates and advisers. Regardless of the number of delegates, each nation has one vote in the general conference. The policy and program of Unesco are determined by the general conference and are put into effect by an executive board and an employed secretariat.

What is the purpose of Unesco? The purpose, as stated in its constitution, is

to contribute to peace and security through education, science, and culture.

How does Unesco operate? The delegates at the annual conference are usually instructed by their governments on the questions to be discussed. As a result of negotiations and compromise, agreements are reached on important points. The executive board and the staff carry out the agreements thus reached. Unesco has no authority to interfere in the essentially domestic aspects of the administration of education or of scientific and cultural activities. Such interference is expressly forbidden by its constitution.

Who pays for Unesco? The member governments appropriate money to pay for the staff and other expenses of operating the organization. The budget for 1948 is about \$8,000,000, of which the United States will be asked to pay 40%.

How does Unesco operate within the United States? The Department of State maintains a section on relations with Unesco. The law by which the United States became a member of Unesco also established a National Commission. This commission consists of representatives of the major organizations interested in the Unesco program, together with certain governmental officials and other leaders.

The National Commission is responsible for advising the Department of State on many questions relating to the program of Unesco. The commission holds frequent meetings, including an annual

conference to which all national organizations interested in the Unesco program may send delegates. The NEA is represented on the National Commission and on its executive committee.

SOME PRINCIPAL UNESCO PUBLICATIONS

Published by Unesco

Unless otherwise specified, the following publications may be obtained from Unesco, 19 Avenue Kleber, Paris 16, France.

The Programme of Unesco in 1948—Proposed by executive board for consideration at Second Session of the General Conference in Mexico City, Nov.-Dec. 1947. (Unesco Document 2 c/3, Paris, Sept. 1947.)

Report of the Director General on the Activities of the Organization in 1947—Presented to Second Session of the General Conference, Nov.-Dec. 1947. (Unesco Document 2 c/4, Paris, Sept. 1947, 50¢.)

Fundamental Education—Contributions from 52 leading experts in education for literacy and citizenship in undeveloped countries (Macmillan Co., \$2.50).

Unesco in Action—Describes the first summer seminar in Education for International Understanding at Sevres, France, July-Aug. 1947. Illustrated. Nov. 1947. (Unesco Relations Staff, Department of State, Washington 25, D. C. Limited number only. Free.)

Report of the Commission on Technical Needs in Press, Radio, Film—Following the survey in 12 war-devastated

countries. (Unesco Document 2 c/8 Paris, Sept. 1947, \$1.20.)

Unesco Bulletin for Libraries—Published monthly. (20¢ a copy; six-month subscription \$1.)

The Teacher and the Post-War Child in War-Devastated Countries—Unesco, Paris, 1946. (30¢)

Going to School in War-Devastated Countries—Publication of Unesco and the Commission for International Educational Reconstruction. (Copies may be obtained from CIER, 744 Jackson Place N. W., Washington 6, D. C. 15¢; with discounts on quantity orders.)

The Book of Needs—Prepared by Unesco for its work in war-devastated countries. Paris, November 1947. (Available in bookstores, \$1. Limited number, for organizations only, from CIER, 744 Jackson Place N. W., Washington 6, D. C.)

Published by the US National Commission for Unesco:

National Commission News—Published monthly. (Superintendent of Documents, Washington 25, D. C. 10¢ a copy; \$1 a year.)

Digest of the Unesco Program for 1948—(Department of State publication 3081,

Unesco and WOTP

Superintendent of Documents, Washington 25, D. C., 5¢.)

Unesco and You—Questions and answers on the how, what, and why of your share in Unesco—together with a six-point program for individual action. (Department of State Publication 2904. 42p. Superintendent of Documents, Washington 25, D. C. 15¢; quantity discounts.)

Unesco and the National Commission—Basic Documents—Contains the Unesco Constitution, the Joint Congressional Resolution authorizing the National Commission, list of officers, executive committee, and members of the National Commission. (Department of State Publication 3082, Superintendent of Documents, Washington 25, D. C., 10¢.)

Pledge to the United Nations

I pledge allegiance
to the United Nations,
And to the ideal
for which it stands—
Union in the one world, indivisible,
Where under the one God men live
In liberty, equality, and fraternity—
One government
of all people,
by all people,
and for all people,
Serving each other
in peace and goodwill.

—R. L. HUNT

Editor, Phi Delta Kappan

PURPOSES OF THE WORLD ORGANIZATION OF THE TEACHING PROFESSION

THE PURPOSE of this organization shall be to secure worldwide cooperation within the teaching profession in order:

[1] To MAKE the highest standards of full and free education available to all without discrimination.

[2] To IMPROVE the professional status of the teachers of the world and to promote their intellectual, material, social, and civic interests and rights.

[3] To PROMOTE worldwide peace thru the building of goodwill founded upon cooperation between nations in educational enterprises, based upon pertinent and accurate information.

[4] To ADVISE the appropriate organs of the United Nations and of other international bodies on educational and professional matters.

—*From the Constitution of the World Organization of the Teaching Profession.*

NEA PARTICIPATION IN WOTP

A YEAR BEFORE THE END of World War II, the NEA began to plan for postwar cooperation with other teachers on an international scale. The NEA wrote to the most representative teachers organizations in the United Nations and neutral countries inviting them to send representatives to a world conference of the teaching profession.

The purpose of the conference was to discuss ways and means by which teachers from different countries could work together to advance their common interests and to promote peace and understanding among nations. The conference which the National Education Association thus inaugurated was therefore a major step in the total program which has been advanced thru the NEA War and Peace Fund.

The Endicott Conference—In accordance with these plans there assembled

in August 1946 at Endicott, New York, 56 delegates from 38 national teachers associations in 28 different countries. Teachers associations of the following countries were represented in the conference: Bolivia, Brazil, Canada, Chile, China, Costa Rica, Czechoslovakia, Dominican Republic, Ecuador, Egypt, Eire, El Salvador, England, Greece, Haiti, Iceland, Iraq, Mexico, Netherlands, Northern Ireland, Norway, Peru, Poland, Scotland, Sweden, Switzerland, Union of South Africa, and the United States of America.

Observers were present from the three United States government agencies most immediately concerned: US Office of Education, Inter-American Educational Foundation, and the Department of State.

Four intergovernmental organizations—The Pan American Union, the International Bureau of Education, Unesco,

Unesco and WOTP

and the United Nations—also sent observer-advisers. Four international teachers organizations—Inter-American Confederation of Teachers, World Federation of Education Associations, International Federation of Secondary Teachers, and the New Education Fellowship—were represented.

The following 18 state education associations affiliated with the NEA cooperated by extending hospitality to various national delegations: California, Illinois, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, West Virginia, and Wisconsin.

One of the major achievements of the conference was the completion of the text of a Draft Constitution for the World Organization of the Teaching Profession.

A Preparatory Commission was set up at the Endicott Conference to carry forward the work of the organization. After 10 national organizations had approved the Draft Constitution, WOTP became a permanent agency.

The Glasgow Conference—The First Delegate Assembly of the WOTP was held August 7-13, 1947, at Glasgow, Scotland. Delegates and observers came from 14 major teacher associations in Belgium, China, England, Greece, Haiti, Iceland, Luxembourg, Northern Ireland, Scotland, Switzerland, and the United States. Observers were present from the United Nations, Unesco, and the International Federation of Secondary Teachers. Member associations in Bolivia, Brazil, Can-

ada, Czechoslovakia, and Poland were unable to be represented in person.

President Glenn E. Snow headed the NEA delegation of nine at Glasgow. The others were Sidney Ainsworth, named by Wisconsin Education Association; Paul Cook, also representing Phi Delta Kappa, a WOTP affiliate; Marguerite Favrao, named by Connecticut State Teachers Association; Katherine Greaney, named by Maryland State Teachers Association; Mary Ellen Lewis of Michigan, associate member of WOTP; Irving Pearson, also representing the Illinois Education Association, a WOTP affiliate; and Mr. and Mrs. George Slappey, named by the Georgia Education Association.

The Glasgow Delegate Assembly drafted the final constitution and bylaws for the organization. The delegates drew up the program of work for the year and elected officers and the Executive Committee. William G. Carr was appointed Secretary General. WOTP headquarters were set up in the NEA Building at 1201 16th Street N. W., Washington, D. C. A branch office was established at Edinburgh, in the offices of the Educational Institute of Scotland.

First Year's Program

Following the Delegate Assembly meeting at Glasgow a day-by-day summary of the conference was sent to all members and friends of WOTP. Besides the daily proceedings, the summary included a report of the WOTP Preparatory Commission, the new constitution and bylaws, and the budget.

A *Newsletter* was sent in October 1947 to members and friends of WOTP. It included brief sketches of the new officers and executive committee members, an account of action taken to date on Delegate Assembly decisions, and a report of the UN meeting of UN Non-Governmental Organizations in September 1947.

An eight-page publicity leaflet was printed which gives in brief form the history, structure, purposes, and membership provisions of WOTP. Application blanks for membership are included. Over 6000 of these leaflets have been sent out from headquarters.

During its first year, WOTP concentrated on the study and report of these five topics: interchange of pupils and teachers, health education, social studies and current affairs, an international language, and the extension of literacy.

All WOTP members—national, regional, and individual—were requested to submit memoranda on one or more of these five topics and to state the policies which, in their opinion, should have the support of WOTP. Memoranda received at headquarters were compiled and submitted to associations in the following countries for drafting of reports: Switzerland (international language); China (extension of literacy); United States (social studies and current affairs); Scotland (interchange of pupils and teachers); England (health education).

The Delegate Assembly at Glasgow assigned the NEA to take charge of memoranda on "social studies and current affairs." To carry out this task, the

National Council for the Social Studies (a department of the NEA) appointed a committee to study and report on the NEA's topic.

WOTP President William F. Russell, dean of Teachers College, Columbia University, attended the Unesco Conference in November at Mexico City as an official observer for the World Organization of the Teaching Profession. Dean Russell called a meeting there of all members and representatives of teacher associations known to be in Unesco delegations. The group conferred on problems of strengthening WOTP so that it can speak with clarity and authority in the councils of Unesco.

When Dean Russell returned from Mexico City, he sought authorization by the WOTP Executive Committee to take action on assembling ideas of teachers regarding the proposed International Teachers Charter. Early in 1948 letters were sent to each WOTP member soliciting ideas for the charter. The material received was compiled for presentation to the 1948 Delegate Assembly.

In March 1948 WOTP was granted consultative status by the United Nations Economic and Social Council.

Educational relief is one of the main areas of work of the World Organization of the Teaching Profession. Thruout 1947-48 WOTP helped teachers in war-devastated countries by its cooperation with the NEA Overseas Teacher-Relief Fund drive. Thru correspondence with its member teacher associations abroad, WOTP has been able to help the NEA

Unesco and WOTP

ascertain and fill some of the greatest needs of teachers.

WOTP has appointed a special Committee on Educational Relief, consisting of Margaret Pringle of the Educational Institute of Scotland, Vicepresident F. L. Sack of the Swiss Secondary Teachers Association, and William Thoss of the Luxembourg Teachers Union.

Thruout the year, WOTP has cooperated vigorously to further the pro-

gram of the United Nations Appeal for Children.

The WOTP Executive Committee met in London April 10, 1948. It was decided there to hold the Second WOTP Delegate Assembly in London, July 23-29, 1948.

A newsletter was prepared and sent out in April reviewing the winter's work and giving 1948 Delegate Assembly plans.

WOTP MEMBERSHIP PROVISIONS

National Membership

Eligibility—Any national organization of the teaching profession whose application for membership has been temporarily approved by the executive committee, subject to final endorsement by the Delegate Assembly.

Delegates—One delegate for each 2000 members or major fraction thereof. No national member shall be entitled to fewer than three or more than 50 delegates.

Voting—One vote for each 50,000 members, or major fraction thereof. No national member shall be entitled to less than one or more than five votes.

Fees—Yearly fee of two cents for each of its members.

International Membership

Eligibility—Any cooperating international organization of the teaching profession, whose application for member-

ship has been temporarily approved by the executive committee, subject to final endorsement by the Delegate Assembly.

Delegates—Five.

Voting—One vote.

Fees—Yearly fee of \$200.

Affiliated Membership [Class A]

Eligibility—Any regional, state, or local organization of the teaching profession, whose application for membership has been approved by the national member with which the applicant is affiliated and temporarily approved by the executive committee, subject to final endorsement by the Delegate Assembly.

Delegates—One.

Voting—Right to speak but not to vote.

Fees—Yearly fee of \$10 if membership is 500 persons or less; \$50 if membership is more than 500 persons but less than 2000 persons; and \$100 if membership is 2000 or more persons.

Affiliated Membership [Class B]

Eligibility—Any university, college, or other institution of higher learning and any society existing primarily for the scientific study of educational problems, whose application has been approved by a national member from the country in which the applicant is located and temporarily approved by the executive committee, subject to final endorsement by the Delegate Assembly.

Delegates—One.

Voting—Right to speak but not to vote.

Fees—Yearly fee of \$25.

Associate Membership

Eligibility—Any person who accepts the purposes of the organization and who desires to contribute to these purposes, to receive the publications of the organization, and to attend its public sessions. Applications require approval by a national member of the country in which the applicant is located and endorsement by the executive committee.

Fees—Yearly fee of \$2.

Membership in the WOTP

[as of April 1, 1948]

National Members

BOLIVIA

Confederación Sindical de los Trabajadores
Señora Ana Rosa Tornero de Bilbas la Vieja
Secretaría General
Chapare 157
La Paz

BRAZIL

Associação Brasileira de Educação
Senhorita Consuelo Pinheiro
Secretária Geral
Av. Rio Branco 91-10 and.
Caixa Postal 1471
Rio de Janeiro

CANADA

Canadian Teachers Federation
Mr. George G. Croskery, executive secretary
Room 8, Normal School Building
Elgin Street
Ottawa

CHINA

National Child Education Association of China
Mr. Ma K'e-Tang
Chiagning Normal School
382 Tai Ping Road
Nanking

China Education Society

Mr. C. P. Cheng
Secretary, International Relations Committee
Chiaoyuku
Ministry of Education
Nanking, China

ENGLAND AND WALES

National Union of Teachers of England and Wales
Mr. Ronald Gould, executive secretary
Hamilton House, Mabledon Place
London, England

GREECE

Greek Secondary Teachers Association
Mr. Eustathe G. Couvelakis
General Secretary
Fokion, Patriarchon Street
Athens

Greek Elementary Teachers Association
Mr. Zacharias Kotsikis, president
Tharypou 22
Athens

Unesco and WOTP

HAITI

Union Nationale des Instituteurs d'Haiti
Mr. Gerard F. Hyppolite, *secrétaire general*
316 Rue Mgr. Guilloux
Port-au-Prince

LUXEMBOURG

Union des Educateurs Luxembourgeois
Mr. Rene Gregorius, *secrétaire general*
Case Postale 177, Luxembourg City

MALTA

Malta Union of Teachers
Mr. A. Buhagiar, *secretary*
59 Strait Street
Floriana

NIGERIA

The Nigeria Union of Teachers
Mr. E. E. Esna, *general secretary*
P. O. Box 448
Lagos

NORTHERN IRELAND

Ulster Teachers Union
Mr. J. King Carson, *general secretary*
Royal Chambers, 35 Royal Avenue
Belfast

POLAND

Polish Teachers Union
Mr. Kazimierz Maj, *president*
Warszawa, Ul. Smulikowskiego Nr. 1

SCOTLAND

The Educational Institute of Scotland
Mr. Alexander J. Belford, *general secretary*
46-47 Moray Place
Edinburgh 3

SWITZERLAND

Verein Schweizerischer Gymnasiallehrer
Dr. Heinrich Reinhardt, *president*
Bielerstr. 146
Solothurn

UNITED STATES

National Education Association of the U. S.
Dr. Willard E. Givens, *executive secretary*
1201 Sixteenth Street N. W.
Washington 6, D. C.

Affiliated Members

STATE EDUCATION ASSOCIATIONS

Massachusetts, Oregon, South Dakota, Illinois, Utah, New Jersey, California, Michigan, Kansas, Iowa, Missouri, Minnesota, New York, Ohio, Maryland, and California (Northern Section)

LOCAL EDUCATION ASSOCIATIONS

Auburn, New York; Northfield, Minnesota; Wyandotte, Michigan; Nutley, New Jersey; Jerome, Wyoming; Birmingham, Alabama; Santa Monica, California; Kalamazoo, Michigan; Muskogee, Oklahoma; New Brunswick, New Jersey; High School Teachers Association of Los Angeles; the Los Angeles Elementary Teachers Club; the Faculty Forum of Western Washington College of Education; the Emory, Georgia, University Forum Group.

OTHER GROUPS

Phi Delta Kappa
New Paltz State Teachers College
National Council of Geography Teachers
Delta Kappa Gamma

Associate Members

There are over 300 associate (individual) members in the Organization.

Officers and Executive Committee of the World Organization of the Teaching Profession, 1947-48

President: William F. Russell (National Education Association of the United States)

Vicepresident: F. L. Sack (Swiss Secondary Teachers Association)

Executive Committee Members:

John W. Frame (Ulster Teachers Union)

K. T. Ma (National Child Education Association of China)

K. Maj (Polish Teachers Union)

O. V. B. Miller (Canadian Teachers Federation)

Margaret J. Pringle (Educational Institute of Scotland)

Secretary General: William G. Carr

Index of Subjectmatter

- Accounts, 360
- Achievements of Profession, 22
- Achievements, Victory Action Program, 23
- Adams, John, 173, 252
- Adult Education (dept), 319
- Adult Education Service, 361
- Affiliated local associations, 27, 75
- Affiliated state associations, 151
- Aid, federal and state, 59, 61, 286
- Alabama, 154
- Alaska, 156
- American Association for Health, Physical Education, and Recreation (dept), 331
- American Association of School Administrators (dept), 325
- American Association of Teachers Colleges (dept), 323
- American Education Week 1948, 280
- American Education Research Association (dept), 327
- American Industrial Arts Association (dept), 328
- American Legion-NEA Committee, 310
- American Library Association-NEA Committee, 311
- American Medical Association-NEA Committee, 312
- American Teachers Assn-NEA Committee, 313
- Arizona, 158
- Arkansas, 160
- Art Education (dept), 343
- Assignment: Tomorrow, 283
- Association for Supervision and Curriculum Development (dept), 329
- Audio-Visual Instruction (dept), 331
- Audio-Visual Instructional Service, 362
- Auditing Committee, NEA, 315
- Bacon, Francis, 82
- Business, 363
- Calendar for a Local Association, 91
- Calendar for NEA Meetings and Presidents, 276
- California, 162
- Carlyle, Thomas, 153
- Citizenship Committee, NEA, 304
- Classroom Teachers (dept), 332
- Code of Ethics, 387
- Colorado, 166
- Committees, Commissions and Councils, NEA, 291
- Committees, local associations, 87
- Connecticut, 168
- Constitution and Bylaws, Local Association, 100
- Corey, Arthur F., 152
- Credentials Committee, NEA, 316
- Credit Union Committee, NEA, 305
- Criteria for Evaluation of Local Association, 104
- Defense Commission, NEA, 296
- Delaware, 170
- Departments, NEA, 317
- Directors, NEA State, 273
- District of Columbia, 172
- Dues, unified, 19, 31
- Elections Committee, NEA, 316
- Elementary School Principals (dept), 334
- Eliot, George, 153
- Enrolment plans, 18
- Ethics for Teachers Committee, NEA 307
- Federal Aid—statement on, 286; digest of S472, 288; basic data, 289
- Field Service, 364
- Finance, 20, 59, 82
- Florida, 174
- Franklin, Benjamin, 376
- FTA Pledge, 390
- Future Teachers of America, 279
- Georgia, 176
- Givens, Willard E., 108
- Goals, Victory Action Program, 24
- Guest, Edgar, It couldn't be done, 12
- Hawaii, 178
- Headquarters Divisions, 359
- Headquarters staff, 448
- Higher Education (dept), 336
- History and Purpose, NEA, 270
- Home Economics (dept), 337
- Honor Roll, NEA, 413
- Hunt, R. L. 432
- Idaho, 180
- Illinois, 182
- Indiana, 186
- Institutes on Professional and Public Relations, 284
- International Council for Exceptional Children (dept), 338
- Iowa, 188
- Isocrates, 171

- Kansas, 190
- Kentucky, 192
- Kindergarten-Primary Education (dept), 339
- Legislative Commission, NEA, 294
- Legislative-Federal Relations, 365
- Legislative-Policies Commission, NEA, 292
- Legislative Program Local Assn., 109
- Lincoln, Abraham, 363
- Lip Reading, (dept), 340
- Local Associations, 25, 75
- Louisiana, 194

- Maine, 196
- Mann, Horace, 210
- Maryland, 198
- Massachusetts, 200
- Membership, 18
- Membership achievement, Victory Action Program, 69, 74
- Membership goal, Victory Action Program, 73
- Membership, 367
- Membership Unesco, 429, 438
- Membership, WOTP 436
- Michigan, 202
- Minnesota, 204
- Mississippi, 206
- Missouri, 208
- Montana, 210
- Music Educators National Conference (dept), 341

- National Association of Deans of Women (dept), 344
- National Association of Journalism Directors (dept), 345
- National Association of School Secretaries (dept), 346
- National Association of Secondary School Principals (dept), 347
- National Commission for the Defense of Democracy thru Education, 296
- National Commission on Safety Education, 298
- National Commission on Teacher Education and Professional Standards, 300
- National Congress of Parents and Teachers—NEA Committee, 314
- National Council for the Social Studies (dept), 349
- National Council of Administrative Women in Education (dept), 351
- National Council on Teacher Retirement, 302
- National Science Teachers Association (dept), 352
- NEA departments, 317
- NEA dues, 277

- NEA headquarters divisions, 359
- NEA Institute of Organization Leadership, 284
- NEA Journal, 278
- NEA publications, classified list of, 397
- NEA publications, the story of, 391
- NEA Representative Assembly, 275
- Nebraska, 212
- Necrology Committee, 316
- Nevada, 214
- New Hampshire, 216
- New Jersey, 218
- New Mexico, 220
- New York, 222
- New York City, 224
- North Carolina, 226
- North Dakota, 228
- Norton, John K., 115

- Obstacles to the Victory Action Program, 15
- Office of the Executive Secretary, 368
- Officers, NEA, 271
- Officers, selection of, local association, 83
- Ohio, 230
- Oklahoma, 234
- Oregon, 236
- Organizing a local, 79
- Overseas Teacher Relief Fund, 282

- Parliamentary procedures, 92-95
- Pennsylvania, 238
- Pledge to the United Nations, 432
- Planning in local associations, 89, 90
- Platform, NEA, 377
- Phelps, William Lyon, 233
- Presidents, NEA, 276
- Press and Radio Relations, 369
- Publications, NEA, 370
- Puerto Rico, 240
- Purpose of the local associations, 81

- Records, 372
- Representative Assembly, NEA, 375
- Research, 373
- Resolutions adopted at Cleveland, 382
- Resolutions Committee, 316
- Retirement, 49, 302
- Rhode Island, 242
- Roosevelt, Franklin, 225
- Roosevelt, Theodore, 354
- Rural Education (dept), 353
- Rural Service, 375

- Sabbatical and sick leave, 51
- Salaries for teachers, 45
- Secondary Teachers (dept), 355
- South Carolina, 244

South Dakota, 246
 Speech Association of America (dept), 356
 State associations, 27
 Tax Education and School Finance Committee, 308
 Teamwork for victory, 266
 Tennessee, 248
 Tenure and Academic freedom, 47, 309
 Texas, 250
 Travel Service, 376
 Unesco, 65, 423
 Unesco, NEA, participation in, 425
 Unesco preamble, 424
 Unesco program, 426
 Unesco publications, 431
 Unesco, US National Commission for, 429
 Unification, Expansion Development and Action, 14
 Unified dues, 19, 31
 Unified membership card, 21
 United Business Education Association (dept), 357
 Utah, 252
 Vermont, 254
 Victory Action Program, 11
 Virginia, 256
 Vocational Education (dept), 358
 Washington, 258
 West Virginia, 260
 Wilson, Woodrow, 178
 Wisconsin, 262
 WOTP, 433, 436
 Wyoming, 264

Index of Names

ABRAMS, W. Amos, 226
 Adair, Cornelia S., 276
 Adams, Karl L., 183, 323
 Adams, Ruth M., 158
 Adgate, Mrs. Beulah S., 202, 338
 Adler, Lewis F., 238
 Ainsworth, Sidney, 434
 Aley, Robert J., 276
 Allan, H. A., 272, 315, 363, 448
 Allen, C. F., 160
 Allen, Dorothy B., 222
 Allman, H. B., 186, 309
 Almen, A. L., 204
 Almy, Doris E., 200
 Alpenfels, Ethel J., 223, 292
 Alston, Mrs. L. W., 206
 Alton, James T., 192, 273
 Amerine, Ivan R., 231, 313
 Anderson, Blanche A., 210
 Anderson, C. R., 210
 Anderson, Ida May, 164, 343
 Anderson, Jesse T., 244
 Anderson, Ruby, 176, 292
 Anderson, Walter A., 223, 329
 Andrews, Rosalie, 226
 Ansbach, Charles L., 202, 323
 Archer, Vern B., 258
 Aschenbrenner, Carl E., 236, 274
 Ashby, Lyle W., 370
 Atkinson, Edna, 183, 346
 Atwood, R. B., 192, 310
 Avants, Mack, 194
 Ayars, George W., 170, 321
BABCOCK, Thomas A., 202, 271
 Bahr, Gladys, 231, 357
 Bailey, Thomas D., 174
 Baldwin, Margaret, 260
 Ball, Mary A., 162
 Baltimore, Mrs. Thelma L., 172
 Banks, L. Frazer, 154, 300
 Bannerman, G. W., 262
 Barber, Mrs. Fred C., 190
 Barnes, Floyd C., 206
 Barrow, Clark, 194, 353
 Bars, Richard H., 236
 Bass, F. E., 248, 294
 Bass, Ted, 162
 Bastian, Fred F., 239, 305
 Batchelder, Mildred L., 183, 311
 Bateman, E. Allen, 252
 Bays, Bess, 180, 309
 Beal, Raymond I., 216
 Becholdt, B. V., 186
 Beery, George C., 230
 Belford, Alexander J., 438
 Bell, Hobart H., 230
 Benjamin, Harold, 198, 296
 Bentley, Chesley I., 163
 Berkness, Cora R., 204
 Berns, Karl H., 271, 368, 448
 Bertin, Eugene P., 238
 Bikle, John G., 226
 Bingham, Eloise P., 182
 Black, Harvey M., 234, 302
 Blair, Francis G., 200
 Blair, Mrs. William R., 200
 Blanchard, Vaughn S., 202, 321
 Bliss, Lawrence E., 242
 Bliss, Walton B., 230, 231, 315
 Blodgett, Eulela, 216, 272
 Bloomquist, Mrs. E. A., 166
 Blume, Clarence E., 204, 347
 Bond, Jesse, 164, 355
 Bonwell, Mrs. Amanda, 163, 311
 Booker, Ivan A., 373
 Booker, R. L., 154, 334
 Booth, John M., 180, 308
 Bosshart, John H., 218
 Bostwick, Prudence, 166, 329

- Bounds, Eunice, 170, 346
 Bowers, Mary, 186, 346
 Boyd, Margaret, 230, 231, 306
 Boyle, Regis, 172, 345
 Bradenburg, Mrs. Jack, 220
 Bradford, Leland P., 319, 361
 Bradley, Helen, 230, 274
 Brake, Charles E., 202
 Branch, Jean, 226
 Brawn, William S., 196, 357
 Bray, Mildred, 214
 Breckenridge, Mrs. H. C., 188
 Breeding, Mrs. P. M., 156
 Brett, Sue, 172, 273
 Brewster, Kate S., 218, 339
 Bricker, D. Arthur, 231, 328
 Brock, Mary Irene, 190, 357
 Brodhead, John H., 239, 313
 Brogley, Mrs. Horace J., 218
 Bronson, Alice O., 252, 321
 Brooker, John W., 192
 Brooks, Harold B., 164, 347
 Brooks, J. Irving, 256
 Brooks, L. W., 190
 Broome, Edwin W., 198, 298
 Brotze, Emma Mae, 250
 Brown, C. C., 226, 353
 Brown, Kenneth R., 162
 Brown, Minter E., 190
 Brown, Riley, 170
 Brownell, S. M., 168, 336
 Brundrett, N. R., 154, 305
 Bryson, George, 260
 Buchanan, Margaret, 218, 351
 Buckey, W. E., 260, 347
 Buckham, W. Bayard, 164, 352
 Buford, John Lester, 182, 273
 Buhagiar, A., 438
 Burke, Arvid J., 222
 Burke, Sally, 234
 Burnett, Louis R., 198, 312
 Burkholder, E. Paul, 170
 Burnham, Archer L., 212
 Burtnett, Alice, 231, 340
 Buttleman, C. V., 183, 341
 Buzzard, R. G., 183, 323
 Carmichael, O. C., 223, 292
 Carr, Edwin R., 166, 349
 Carr, Paul, 172
 Carr, William G., 271, 292, 306, 323, 337, 338, 339, 340, 341, 343, 345, 346, 351, 355, 356, 358, 368, 434, 438
 Carroll, Patrick F., 242
 Carruth, Irby B., 250, 325
 Carson, J. King, 438
 Carter, Mrs. Laura Mae, 206
 Catton, Barbara, 344
 Causey, Mozelle, 226, 296
 Chambers, W. Max, 234, 274
 Chambre, Melda, 218, 353
 Champlin, Cathleen, 239, 315
 Chandler, Joe A., 258
 Chapel, J. C., 262, 316
 Chaplin, Joseph B., 196, 347
 Chase, Harriett M., 315, 316, 368
 Chase, W. Linwood, 200, 349
 Cheng, C. P., 437
 Choate, Robert A., 164, 341
 Christensen, W. W., 180, 273
 Christian, W. L., 316, 372
 Church, Mrs. E. L., 202
 Clark, Lois M., 375
 Clement, R. E., 176, 306
 Clifford, J. M., 202, 302
 Coates, Albert, 226, 298
 Coates, J. P., 244
 Cobb, B. B., 250
 Cochran, Clyde B., 172, 332
 Collazo, Francisco, 240
 Collins, Lauretine B., 202, 304
 Collins, M. D., 176, 273
 Comstock, Boyd, 365
 Conant, James B., 200, 292
 Connell, Joanna Z., 200, 271, 304
 Cook, Paul, 434
 Cooley, Merrill F., 231, 302
 Cooper, Bertha, 226, 274
 Cooper, D. D., 210
 Cooper, Edward L., 223, 357
 Cooper, H. V., 206, 273
 Cooper, Shirley, 262, 298
 Corcoran, Frances, 254
 Corey, Arthur F., 162, 164, 294
 Corey, Stephen M., 183, 331
 Corning, Hobart M., 172, 325
 Cortright, Rupert L., 202, 356
 Coulter, T. Frank, 208, 341
 Couvelakis, Eustathe G., 437
 Cox, William, 176, 298
 Coyle, Irwin F., 208
 Crampton, George M., 258
 Crawford, Will C., 164, 298
 Crawley, Mary H., 248
 Crew, Maurice, 182
 Cripe, Harold, 262, 271
 Croskery, George G., 437
 Cullen, James A., 222, 274
 Culp, D. P., 154, 353
 Cunningham, Jessie, 260, 274
 Cunningham, Ruth, 223, 329
 Cushman, Martelle, 189, 353
 Cyr, Frank W., 223, 298
 DAFOE, Don M., 180
 Dalager, Paul, 228
 Daly, Catherine, 202, 346
 Dameron, Vernon G., 331, 362
 Dann, Erwin A., 162
 Davies, Edith, 246
 Davies, J. Leonard, 188
 Davis, Chester V., 214, 302
 Davis, Georgia, 208, 346
 Davis, Hazel, 373
 Davis, John W., 260, 296
 Dawson, A. C., Jr., 226
 Dawson, Howard A., 313, 353, 375
 Dearden, Eleanor, 200, 346
 Decker, F. B., 212, 353
 DeFrancesco, Italo, 239, 343
 DeLong, Mary, 256, 271
 Dennis, Charles M., 164, 341
 DeSilva, Lionel, 163
 Desmond, John J., 200
 Dewey, John, 223, 271
 Diemer, George W., 208, 323
 Dike, Donald, 200
 Dimond, Stanley E., 202, 349
 Dingley, Fred R., 196
 Dixon, Mrs. Edgar F., 160
 Dodd, John W., 223, 296
 Dodd, M. R., 260, 310
 Dodge, Mrs. Grace, 196, 294
 Doley, Peter, 242
 Donovan, H. L., 192
 Dooley, Anna, 223, 337
 Dossett, Burgin E., 248
 Doty, Mrs. Robert G., 198
 Doyle, James J., 216, 310
 Dugan, John E., 239, 355

Dupont, Carroll L., 194, 273
Dyson, Clarence B., 178

EARLY, W. A., 256, 353
Eaves, Robert W., 298
Edmonson, James B., 202, 323
Edwards, Ethel Perkins, 226
Eich, Dorothy, 183, 339
Eisenstein, Mrs. Otto, 208
Eldred, Arvie, 222
Eldridge, Raymon W., 200,
294, 334

Ellicker, Paul E., 347
Elston, Thelma, 182
Engleman, Finis E., 168, 300
English, W. Francis, 208, 349
Englund, Walter E., 204
Engum, T. C., 204, 353
Epler, Stephen E., 236, 319
Eppler, Marie, 250, 351
Ernst, Marie A., 208, 307, 332
Erwin, Clyde A., 226, 298
Esna, E. E., 438
Essex, Martin W., 231, 309
Evans, Evan E., 190, 304
Evans, Ruth M., 166, 272
Evans Ruth, 200, 312, 321
Evensen, E. S., 223, 323
Everett, Ralph W., 163
Ewen, Leila C., 228, 274
Ewing, Mabel, 239, 298

FARLEY, Belmont, 310, 369
Farrell, Edmund J., 242
Faulkner, Ray N., 164, 343
Favrao, Marguerite, 434
Fay, Raymond J., 168
Fenner, Mildred S., 370
Ferguson, M. M., 174
Ferris, Joseph W., 223, 310
Fifield, Mrs. Ralph, 254
Fishburn, Hummel, 239, 341
Fitch, Grace, 183, 298
Fitzwater, Charles P., 375
Flagg, Marion, 250, 341
Flora, A. C., 244, 271, 272,
292
Flowers, J. G., 250, 323
Forbes, Fred A., 218
Ford, Thomas H., 239, 311
Foster, Don A., 188
Foult, Robert, 170
Fowler, Mary, 228
Fox, Marion W., 218, 313, 316
Frame, John W., 438
Franklin, Inks, 208

Franseth, Jane, 172, 353
Frazier, Mrs. Maude, 214, 314
Freed, Nettie S., 166
Freshley, Harold, 220, 308,
332
Fries, Albert C., 183, 357
Frisbie, Josephine, 212, 271
Frisch, Vern, 223, 357
Frost, Norman, 248, 353
Fugett, Mrs. Jessie P., 192, 332
Fuller, Edgar, 216, 298
Fulton, Mrs. William D., 244

GABRIEL, Florence, 231, 334
Galbreth, W. H., 188
Gallagher, Lucile R., 162
Garrison, J. Gorham, 176
Garthe, Edith, 222
Gaskill, Sarah, 250, 309
Gayman, Harvey E., 238, 274
Gebauer, Dorothy, 250, 344
Gerritz, Albert, 258
Gestie, Bernice D., 204
Gezelin, Emile, 214
Giddens, Lucien P., 154
Giddings, Ernest, 365
Giddings, Glenville, 176, 312
Gilbertson, Mrs. E. H., 228
Given, John N., 164, 357
Givens, Willard E., 271, 292,
296, 368, 438
Goldsmith, J. Lyman, 164, 328
Gomon, Neal S., 212
Goodman, John O., 264
Goodykoontz, Bess, 172, 329,
351
Goold, Howard G., 222
Goslin, Willard E., 164, 292,
325
Gould, Mrs. R. N., 212
Gould, Ronald, 437
Grace, Alonzo G., 292
Graham, Gordon C., 202, 298
Graham, Ray, 183, 338
Grah, Marie W., 223, 302
Graves, Walter G., 371
Gray, Lillian, 164
Gray, R. Guild, 214, 274
Greaney, Katherine, 434
Green, Ruth L., 170
Greene, Harry A., 189, 327
Greene, Thomas M., 198, 357
Greenlee, Mary M., 226, 334
Greer, H. G., 154, 273
Gregorius, Rene, 438
Greiner, Bright E., 220

Griffin, Mrs. J. Floyde, 174
Griffith, Bernard I., 230
Griggs, Clara, 194
Grigsby, Paul A., 182
Grimm, Lester R., 182
Grose, C. Herman, 239, 308
Grove, Frank L., 154
Guy, Hollis P., 357
Guyton, Mary, 200, 351

HAAS, Francis B., 238
Haddow, Mary A., 231, 329
Hager, Walter E., 172, 323
Hale, Florence, 168, 272
Hall, Wallace W., 162
Halsey, Elizabeth, 189, 321
Halvorson, Henry, 200, 341
Hand, Harold Curtis, 183, 296
Hankamp, Gertrude, 329
Hankins, Mrs. O. G., 172
Hannah, Wallace H., 258, 341
Hansen, Herbert C., 183, 334
Harding, H. F., 231, 356
Hardman, Maud R., 252
Hare, Fred P., Jr., 238
Hargreaves, Mrs. H. H., 236
Harnett, Ellen, 188
Hartbauer, Dan C., 239, 310
Hartland, Mrs. William R., 242
Hartley, William H., 198, 349
Hartnett, Ellen, 188
Hartshorn, Merrill, P., 349
Haslam, James E., 252, 274
Hassler, Margaret E., 238
Hawkins, Earle T., 198, 271,
304
Hawkins, Vera, 162
Haynes, Benjamin R., 154, 357
Healy, May Andres, 224
Hefley, Sue, 194, 311
Helm, Charles P., 170
Hendrickson, Andrew, 231,
319
Hendrickson, G. D., 246
Herrington, Eugene H., 166,
292, 334
Hertz, Wayne S., 258, 341
Hess, Lloyd, 264
Hess, Walter E., 347
Hetherington, Charles G., 222
Heyl, Louise W., 164, 319
Higgins, John T., 200
Hill, Arthur S., 189, 338
Hillman, John I., 180
Hine, Elizabeth M., 222
Hinricks, Amy H., 194, 313

Hipp, Frederick L., 218
 Hissong, Clyde, 230
 Hitchcock, E. N., 264
 Hodgdon, Evelyn, 223, 353
 Hodge, Oliver, 234
 Hodgkin, Boswell B., 192
 Hoke, Margaret, 166, 319
 Holt, Andrew D., 248, 271, 310
 Holt, Lucy Mason, 256, 351
 Homer, Marion, 183, 346
 Hood, Marguerite V., 202, 341
 Hook, Caroline, 234, 298
 Hoover, Louis, 183, 343
 Hornbostel, Victor O., 262
 Hosler, Fred W., 262, 357
 Houle, Cyril O., 183, 319
 Houchin, Thomas D., 204, 340
 Howard, Marie, 242, 274
 Howell, Alfred, 231, 343
 Howell, C. M., 234
 Howgate, Mrs. H. Otis, 168
 Howlett, Carolyn S., 183, 343
 Hoyle, Katherine, 256
 Hubbard, Frank W., 298, 302, 305, 308, 311, 327, 373
 Huden, John C., 254
 Hughes, Eugene, 250, 357
 Hughes, Mrs. L. W., 248, 314
 Hughes, Mary, 166, 351
 Hunt, Charles W., 223, 323
 Hunt, DeWitt, 234, 328
 Hunt, Erling M., 223, 349
 Hunt, Herold C., 183, 325
 Hunt, Lyman C., 254
 Hunter, Mrs. Ernest B., 226
 Hurlbert, Raymond, 154
 Hurley, John M., 223, 328
 Hutchins, Clayton D., 373
 Hyppolite, Gerald F., 438

IRELAND, Elizabeth, 210
 Irle, R. L., 210
 Ivy, H. M., 206, 272

JACKSON, Dorothea, 258, 339
 Jackson, Mrs. Dorothy, 218, 339
 Jackson, Shelby M., 194
 Jacobs, Mrs. Howard R., 244
 Jacobs, Jene J., 188
 Jacobsen, E. W., 164, 292
 Jamieson, Elizabeth, 172
 Jamieson, William, Jr., 170

Jansen, William, 224
 Jeffords, Alice L., 216, 334
 Jepson, Mrs. J. C., 180
 Johnson, Mrs. J. E., 160, 357
 Johnson, Laurence B., 218
 Johnson, Mrs. Ruth, 250
 Jones, Alton B., 180
 Jones, Archie, 250, 341
 Jones, Galen, 172, 292, 347
 Jones, Mrs. Margaret B., 176
 Jones, Nancy, 264, 315
 Jones, Norman R. D., 208, 352
 Jones, Ralph B., 160
 Jonson, Kenneth I., 188
 Joyal, Arnold, 164, 308, 327
 Joyner, Sara, 256, 343

KEENER, Edward E., 182, 183, 271
 Keith, Everett, 208
 Kelley, Linwood J., 196, 273
 Kelly, Pat, 162
 Kelty, Mary G., 172, 349
 Kennan, Richard B., 296, 304, 309
 Kennedy, Dawn, 154, 343
 Kennedy, Wendell C., 182
 Ketcham, G. Wesley, 168, 328
 Kimball, Ward B., 166
 King, John R., 162, 164, 316
 Kinnaird, Virginia, 296, 332
 Kinsel, Paul H., 376
 Kirksey, Mrs. John E., 192
 Kirn, Gerald W., 188
 Klemmedson, L. D., 158
 Knight, Mrs. Fred W., 176
 Koch, Elizabeth, 250
 Koch, Raymon H., 239, 316
 Kotsikis, Zacharias, 437
 Kramer, J. Howard, 246, 274
 Kranz, Leon, 183, 321
 Kurtz, Clyde W., 264, 274
 Kyle, Z. T., 256

LADD, Harland A., 196
 Lambert, Sam M., 260
 Lancaster, Dabney S., 256, 323
 Landreth, Verne, 164, 321
 Lane, Darrell T., 172, 310
 Langton, Clair V., 236, 321
 Lapp, Walter S., 239, 352
 Lawler, Vanett, 172, 306, 341
 Lawvere, Donald V., 156, 273
 Lee, Sidney, 228
 Leffer, Ralph W., 186, 352
 Lemmel, W. H., 198, 307

Lessenger, Waldo E., 202, 323
 Lewin, William, 218, 355
 Lewis, Mary Ellen, 202, 434
 Liles, Parker, 176, 357
 Lilienthal, David E., 348
 Lillard, Donald R., 188, 273
 Lillywhite, Ray L., 252, 302
 Lindenberg, Rea, 239, 346
 Link, Mrs. Virginia Lee, 250, 274
 Little, Kenneth, 262, 336
 Little, Ruth Coyner, 370
 Locke, Mrs. Callie G., 154, 271
 Long, Harold M., 223, 349
 Loper, W. Harold, 178
 Loser, Paul, 218, 325
 Lovinger, Warren C., 223, 323
 Luck, Martha S., 183, 346
 Lyon, George M., 260, 312
 Luhr, Mrs. G. W., 162
 Lyseth, Harrison C., 196
 Lytle, Clara, 260

MA, Ké-Fang, 437, 438
 MacCaughy, Vaughan, 162
 MacLean, Daniel W., 216, 274
 MacQuiddy, T. S., 163
 Maehling, Hilda, 332
 Maj, Kazimierz, 438
 Mann, J. A., 182
 Mark, Mary E., 183, 337
 Marr, Charlotte, 172, 346
 Marston, R. B., 294, 365
 Martin, Charles F., 188
 Martin, Mrs. Lillian J., 198
 Martin, T. D., 307, 367
 Mastello, Joseph J., Jr., 218
 Massey, Emil L., 202, 352
 Mathews, Paul W., 154, 341
 Mathias, A. O., 231, 294
 Matofsky, Mrs. S. S., 234
 Matthews, M. Elizabeth, 238
 Maxwell, Walter, 158
 May, Walter M., 216
 Mayo, Frank W., 254
 Mays, Eloise, 164, 353
 McAndless, Thelma, 202, 345
 McAnerney, Mrs. Irene, 231, 355
 McBride, William B., 231, 341
 McBurney, James H., 183, 356
 McCain, Elizabeth, 248
 McCallum, Mrs. W. M., 248
 McCarn, Mrs. Ruth, 183, 344

- McCaskill, J. L., 336
 McClure, Worth, 292, 316, 325
 McClusky, F. Dean, 164, 331
 McComb, Gertrude E., 186, 271, 272, 315
 McConnell, Robert E., 258, 323, 336
 McConnell, T. R., 204, 292
 McCormick, Helen C., 222
 McCuiston, Ed, 160, 313, 353
 McDonald, Ralph, 300, 336
 McDonough, James R., 178, 273
 McDonough, Thomas E., 176, 321
 McFarlin, Ray N., 231, 298
 McGrath, Earl J., 189, 336
 McGuffey, H. Clay, 231, 305
 McGuire, Dennis H., 236
 McHenry, J. P., 260
 McIntosh, Everett J., 200, 273, 315
 McKay, Robert E., 162
 McKinley, F. R., 220
 Meadows, A. R., 154
 Meister, Morris, 223, 352
 Melby, Ernest O., 223, 296
 Merideth, Dorothy, 183, 349
 Merriam, Albert C., 168, 273
 Meyer, Harvey K., 174, 328
 Michael, Lloyd S., 223, 347
 Miller, Amy Grau, 164, 341
 Miller, Ben W., 312, 321
 Miller, Dwight D., 246
 Miller, G. Tyler, 256
 Miller, George R., Jr., 170
 Miller, O. V. B., 438
 Millikin, Jacob Homer, 250, 319
 Mills, Mrs. Ivella K., 176
 Milner, Sara, 176, 346
 Minear, Craig P., 166, 273
 Moe, Kilmer O., 178
 Moe, Martin P., 210, 272, 273
 Montgomery, Winona, 158, 271, 296
 Moon, Glenn W., 168, 271
 Moore, Mrs. J. H., 250
 Moore, Lillian G., 198
 Morgan, Joy Elmer, 370
 Morphet, Edgar L., 174, 308
 Morris, A. B., 204, 273
 Morris, Mary Virginia, 164, 332
 Morris, Richard K., 168
 Morrison, Anne, 182
 Morse, C. Marguerite, 174, 273, 300
 Mort, Paul R., 223, 292
 Moser, A. Clair, 238
 Moss, Mildred B., 218, 339
 Moss, Bernice, 252, 312
 Mowrey, Corma A., 260, 272
 Moyer, Ralph A., 189, 298
 Moyle, B. S., 188
 Muckley, Rose, 204, 296
 Mullin, Francis, 242
 Mullins, R. J., 220, 274
 Munson, Marian, 156
 Murphy, Malcolm P., 162, 164, 273, 315
 Murray, C. B., 223, 302
 Myers, Alice V., 189, 319
 Myers, Florence, 223, 344
 NAANES, Edward, 190
 Neal, Nathan, 223, 352
 New, Wilson, 248, 274
 Newbola, Henry, 162
 Newburn, Harry K., 236, 336
 Newkirk, Louis V., 183, 328
 Newlon, Carl B., 166
 Newman, Mac, 260, 292
 Nicely, Mrs. A. J., 238
 Nichols, Fred C., 182
 Nickell, Vernon L., 182
 Nicol, Alan H., 222
 Nicols, Lucille, 223, 351
 Nissen, S. B., 246
 Nixon, Hugh, 200
 Nixon, Mrs. Ila M., 160, 332
 Noble, Ralph E., 254
 Noel, Francis W., 164, 331
 Nordly, Carl L., 204, 321
 Nordrum, G. B., 228
 Norman, R. B., 250, 298
 Norris, Paul B., 189, 353
 Norton, John K., 223, 292
 BERHOLTZER, Kenneth E., 166, 294
 O'Connell, Margaret, 242
 Oja, A. R., 210
 O'Keefe, Thomas G., 230
 Olson, Willard C., 202, 327
 Oplinger, Mrs. Russel H., 182
 Oppe, Greta, 250, 352
 Overton, William C., 244, 309
 Owens, Albert A., 239, 319
 PADIENT, Gertrude M., 242
 Palmer, John H., 163
 Paquin, Marie L., 242
 Parker, Edna, 174, 339
 Parker, Jessie M., 188
 Parker, Rose E., 183, 339
 Parr, Frank W., 162
 Parratt, J. Easton, 252, 294
 Patterson, Carolyn D., 239, 351
 Pearson, H. O., 264
 Pearson, Irving F., 182, 434
 Pearson, Ruth W., 218, 274
 Pease, James E., 182
 Peck, Anna B., 192, 349
 Peik, W. E., 204, 300, 323
 Perry, Cyrus C., 296
 Peterson, Tillman, 258, 353
 Phillips, A. J., 202
 Phillips, Burr W., 262, 349
 Phillips, Ferman, 234
 Phillips, Hazel, 183, 349
 Phillips, L. V., 186, 272, 273
 Phillips, Louise, 208, 273
 Pierce, Thomas E., 250, 334
 Pinheiro Consuelo, 437
 Pinkston, Eva G., 334
 Pitkin, Fred E., 200
 Plenzke, O. H., 262
 Poage, Pauline, 158
 Pointz, Henry J., 202, 319
 Porreca, Lena M., 218, 332
 Potter, Gladys, 164, 329
 Posey, Cecil W., 236
 Pound, Clarence, 186, 353
 Powers, Guy W., 254
 Pratt, Lyndon U., 168
 Preston, Everett C., 218, 319
 Price, Malcolm, 189, 323
 Pringle, Margaret, 436, 438
 Prior, F. Eric, 371
 Pruitt, Eugene W., 198, 273
 Pryor, Leland M., 166, 357
 Pullen, T. G., Jr., 198
 Purcell, Borden R., 186
 Putnam, Rex, 236
 Putnam, Rita, 166, 346
 Pyle, H. R., 160, 273
 QUIN, Marion, 218, 343
 RAFFERTY, Sadie, M., 183, 341
 Raines, Vincent, 154
 Rasmussen, Carrie, 262, 356
 Raver, Milson C., 198
 Ray, Mrs. Willie C., 192, 316
 Raymond, Thelma, 172

- Read, John G., 242
 Reavis, George, 231, 349
 Reed, Mrs. Dallas J., 210
 Reed, Marnie, 208, 334
 Reed, Thelma, 208, 298
 Reed, Wayne O., 212
 Reeder, Phares E., 260
 Rees, Errol, 236
 Rees, Robert, 162
 Reid, Loren D., 208, 356
 Remmlein, Madaline K., 373
 Renfrow, Gordon R., 208
 Reusser, Walter, 264, 353
 Reynolds, Gordon L., 200, 343
 Reynolds, Harry M., 204
 Reinhardt, Heinrich, 438
 Rice, Thurman B., 186, 312
 Richardson, Mrs. Rae D., 236
 Richman, Luther A., 231, 341
 Rickards, James S., 174
 Ridley, Walter N., 256, 313
 Riggs, Edwon L., 158, 334
 Riggs, Grace, 208, 271
 Riley, B. C., 174, 298
 Ritter, E. L., 188
 Rivera, Jose Joaquin, 240, 274
 Roberson, H. C., 230, 231, 274, 315
 Robertson, M. S., 194, 319
 Robinson, William P., Jr., 242
 Roch, Jennie, 194, 302
 Rogers, Lois, 158
 Rogers, Virgil, 202, 296
 Romero, T. D., 158
 Rose, Charles L., 220
 Roudebush, George E., 231, 312, 325
 Rowe, Mrs. Robert B., 222
 Rowen, Ross B., 262
 Rowlett, Mrs. Eleanor P., 256, 274, 315
 Rozzell, Forrest, 160, 294
 Rudy, S. Gordon, 239, 357
 Rufsvold, Margaret I., 186, 311
 Rugen, Mabel E., 202, 312
 Russell, Clyde, 196
 Russell, John Dale, 172, 327
 Russell, William F., 223, 306, 435, 438
 Rutherford, John, 258
 Ryan, Helen, 182, 273
 Ryan, James C., 156
 Sack, F. L., 436, 438
 Sale, Isobel, 158, 314
 Samuelson, Agnes, 370
 Sangren, Paul V., 202, 300
 Sawyer, W. C., 158, 310
 Saxon, J. Harold, 176
 Scates, Douglas E., 226, 327
 Schlagle, F. L., 190, 272, 273
 Schloredt, Robert, 264
 Schmidt, Mrs. Blanche L., 164, 334
 Schmidt, Mrs. C. F., 246
 Schneider, K. A., 256, 319
 Schroeder, Ella, 228
 Schweickhard, Dean M., 204
 Scott, H. W., 190
 Scully, Susan, 182
 Seadey, Mrs. Alton, 216
 Sears, W. E., 188
 Seeliger, Albert, 214
 Secke, George A., 210, 292
 Sell, David, 212, 274
 Setzer, Bernice V., 164, 343
 Shaffer, Margaret, 166
 Shamberger, Marvin, 208
 Sheats, Paul, 164, 319
 Sheehan, Mary A., 222
 Shelby, D. D., 194
 Shilling, John, 170, 273
 Shoemaker, M. Eugene, 238
 Shuffield, Cecil, 160
 Shull, Martha A., 236, 300, 332
 Shumaker, R. Worth, 186, 310
 Siebens, Mrs. Caroline R., 200, 311
 Simering, Clara, McD., 198
 Simonds, Gladys, 231, 298
 Simpson, Alfred D., 200, 325
 Simpson, Roy E., 162
 Skornicka, Joseph, 262, 341
 Slade, S. R., 262, 274
 Slappey, George, 434
 Slappey, Mrs. George, 434
 Slye, Bertha E., 352, 448
 Smiley, Dean F., 183, 312
 Smith, J. B., 154, 343
 Smith, Mrs. Joseph I., 196
 Smith, Katherine M., 242
 Smith, Mary Nick, 176, 337
 Smith, Sarah F., 168, 319
 Snarr, Otto Welton, 204, 323, 434
 Snow, Glenn E., 252, 296, 271
 Souffront, Luis Muniz, 240
 Sowers, Alice, 234, 319
 Spaulding, Francis Trow, 222
 Spelts, Edna M., 212
 Spencer, W. L., 154, 347
 Spinning, James M., 223, 292
 Staat, Lois, 223, 298
 Stamp, Adele, 198, 344
 Staric, John H., 216
 Staudenmayer, Maude, 262, 345
 Steel, Charles L., Jr., 218
 Steinmetz, Kathryn, 183, 305
 Stevaski, Anthony T., 239, 328
 Stevens, Mildred, 162
 Stevenson, Margaret, 202, 273
 Stolt, Edna B., 264
 Stonecipher, E. E., 190, 353
 Stoney, S. David, 244, 274, 315
 Stout, Hugh, 236, 305
 Straight, J. J., 260, 353
 Streit, William K., 231, 321
 Studebaker, Mabel, 238, 239, 271, 272, 274, 292, 296
 Sullivan, Julia E., 200, 314
 Summers, Mrs. O. N., 264
 Sutherland, Anne, 231, 309
 Swanson, Edwin, 164, 357
 Sweeney, R. P., 220
 Swope, Dorothy, 250, 340
Taylor, A. LeRoy, 234
 Taylor, Harvey L., 158
 Taylor, William S., 192, 307, 323
 Temple, D. E., 234
 Tennyson, Charles H., 250
 Thomas, Mrs. Dale, 260
 Thomas, Mary Leath, 176, 343
 Thomas, Mrs. Ruth, 244
 Thomas, Wesley E., 202
 Thompson, Mrs. Alma, 163
 Thonssen, Lester, 223, 356
 Thoss, William, 436
 Thurston, Lee M., 202
 Tiller, Evelyn M., 210
 Timlin, Constance J., 216
 Tirey, Ralph N., 186, 323
 Titus, Mary E., 260, 315, 332
 Todd, Lewis Paul, 349
 Tornero, Ana Rosa de Bilbas la Vieja, 437
 Traube, Marion Rex, 239, 298, 323
 Travis, J. A., 206
 Trenholm, H. Council, 154, 313
 Trent, W. W., 260

Truby, Charlotte C., 239, 351
Truman, Harry S., 429
Tubb, J. M., 206
Turner, T. Preston, 256
Turney, Francis W., 168

UCKER, Lloyd T., 246, 310
Uter, Hazel L., 194

VAIL, Alice, L., 158, 273
Valderas, Ernesto, 240
Van Hart, J. Ely, 218, 328
Van Pool, Gerald M., 347
Van Sant, Thomas A., 198,
319
Vick, Claude E., 182
Vincent, P. M., 262
Vincent, Mrs. W. S., 194
Voyen, Clara, 236, 357

WAGNER, Ruth H., 188
Walker, Mrs. Charles L., 252
Walker, Helen M., 223, 327
Walker, Mrs. Joseph W., 186
Walker, Mrs. M. Pratt, 154
Walker, Waurine, 250, 300
Wallace, Lucile, 231, 344
Waller, Mary L., 170
Walsh, Michael F., 242
Wamsley, Paul, 223, 310

Ward, Merle S., 228, 311
Wardner, Philip, 223, 332
Warmbold, Mrs. Lottie K.,
204, 302
Warner, William E., 231, 328
Wasson, Roy, 166
Watson, Mrs. Mary, 220
Watt, Ben H., 186
Weaver, Albert C., 200, 352
Webb, Eddy, 166
Webb, Hanor A., 248, 352
Webster, Raymond C., 238
Weeks, Zoraida E., 222
Weigle, Mrs. Keith, 230
Weinlick, H. C., 262
Wentworth, Edith T., 182
Wesley, Edgar B., 204, 349
West, Allan M., 252
West, Edith, 349
West, Roscoe, 218, 298
Wheeler, Hubert, 208
Whipple, Lucius A., 242, 323
White, Ruth Ann, 183, 332
Whiteside, Harold G., 170,
314
Whitsel, John A., 231, 328
Wiggin, Joseph A., 254, 274
Williams, Charl Ormond, 364
Williams, Mrs. Ella Reidell,
337
Williams, J. D., 206, 336

Williams, Mary L., 260, 313
Williams, Robert, 256, 304
Williams, Ruth, 176, 353
Williams, Ruth M., 244, 313
Williams, Walter R., 174, 328
Williams, W. Stewart, 182
Willis, Dennie B., 163
Wilson, Boyd, 264
Wilson, Charles C., 168, 321
Wilson, Howard E., 306, 310
Wilson, James H., 166, 316
Wilson, Roy K., 369
Winchell, Karl, 264
Winfree, Mary J., 360
Wing, Ada, 258, 311
Winn, Bernell, 252
Wintermute, Edwin, 202
Woods, L. A., 250
Wright, C. O., 190
Wright, Dorothy, 244
Wright, H. W., 194
Wyatt, Robert H., 186, 294
Wyness, Mrs. Gerald, 214

YEAGER, W. Hayes, 231, 356
Young, Lloyd P., 216, 323

ZEHMER, George B., 256
Zellmer, A. W., 262
Ziegfield, Edwin, 223, 343

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BETWEEN MIDNIGHT AND MORNING

*You that have faith to look with fearless eyes
Upon the tragedy of a world at strife,
And know, that out of night and death shall rise
The dawn of ampler life:*

*Rejoice! whatever anguish rend your heart,
That God hath given you this priceless dower,
To live in these great times and have your part
In Freedom's crowning hour;*

*That you may tell your sons, who see the light
High in the heavens, their heritage to take:—
"I saw the powers of darkness put to flight!
I saw the morning break!"*

—OWEN SEAMAN

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